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PARENT-TEACHER

FORMERLY CHILD WELFARE

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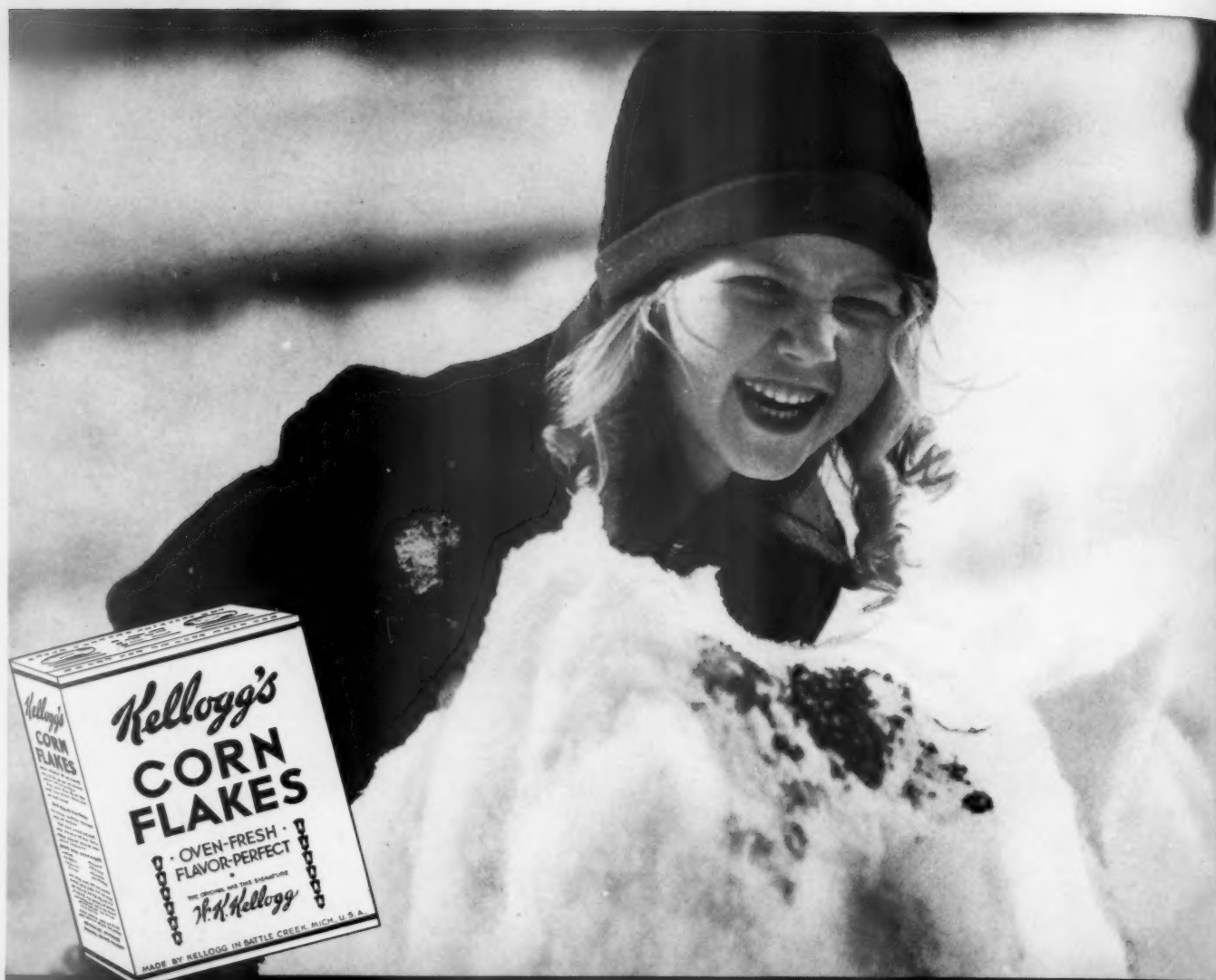
Magazine

THE ONLY OFFICIAL MAGAZINE
OF THE NATIONAL CONGRESS
OF PARENTS AND TEACHERS



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The National PARENT-TEACHER Magazine

FORMERLY CHILD WELFARE

VOL. XXX

NO. 5

JANUARY • 1936

C O N T E N T S

THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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Business Manager, ELEANOR TWISS
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CONCERNING CONTRIBUTORS

“WHAT Price a College Education?” comes from **WALTER J. GREENLEAF** who, as specialist in higher education in the U. S. Office of Education, has made a close study of this subject. Mr. Greenleaf has advised nearly 15,000 veterans for various vocations, and has written a number of government publications of interest to students. These publications include “Self-Help for College Students,” “The Cost of Going to College,” and eighteen guidance leaflets. He is a native of Portland, Maine, and a graduate of Bowdoin, Princeton, and George Washington.

When we wanted an article on “The Facts About Left-Handedness,” it was natural that the first person we should think of as the author of it was **IRA S. WILE, M.D.**, for Dr. Wile has done outstanding work in the study of left-handedness. Last spring his book on *Handedness: Right and Left* was published. Dr. Wile is associate in pediatrics at Mt. Sinai Hospital, New York.

The Parent Education Study Course article this month takes up the important subject of “Home Play and Recreation.” It is written by **LEWIS R. BARRETT** who is now Coordinator of Recreation for the District of Columbia Recreation Committee. Mr. Barrett worked for nine years in Des Moines as Director of Recreation and cooperated with members of the Iowa Congress Recreation committee under its National chairman, J. W. Faust. Then followed six years as Director of Recreation for the Newark, New Jersey, Board of Education. Just before he went to Washington, Mr. Barrett was director of the State Emergency Program for Connecticut.

GRADY—DULUTH is the by-line of **R. Armistead Grady**, who wrote the poem called “To a Little Boy.” Mr. Grady is chief clerk of the audit bureaus of a steel corporation, with headquarters in Duluth, Minnesota, and has been district secretary for seventy Kiwanis Clubs in Minnesota and the Dakotas. He writes poems for

pleasure—his own and other people’s.

“Little Mischief-Maker” is written from **KATHARINE N. SCOTT**’s experience with her two boys and four girls, the oldest of whom is twenty and the youngest, eight. The Scotts live in



Walter J. Greenleaf

Franklin, Michigan. Mrs. Scott does all of her own work, with such help as the children are able to give, and tries in addition to write a few hours each day. She tells us that as a family they have evolved a system which gives each of them time for work and time for play, and to enjoy one another.

The author of “The Child Will Trust His Teacher,” **CLARA PERMAN**, writes as both a teacher and a parent. Before her marriage, Mrs. Perman taught in public schools and later in the training school at the University of Wyoming. At present she takes care of her husband and son, keeps house, conducts a private kindergarten, and does a little writing in her spare time. Due

to her training and experience, not to mention her sense of humor, Mrs. Perman has achieved a delightfully understanding attitude which always goes far toward ironing out school problems. Mrs. Perman lives in Laramie, Wyoming.

For more than a decade the experiments on sleep made by **DONALD A. LAIRD** have been widely followed and his book, *Sleep*, has been read by thousands of people. Scientists from several countries have visited his laboratory at Colgate University to study his methods and discoveries. In his article on children’s “Eating and Sleeping,” Dr. Laird reports some of his latest findings with regard to the effect of the evening meal on children’s sleep.

SUE KLAPPER started her professional career doing costume design. For a while she did secretarial work but later went back to her first love which was a study of merchandise. At present she is broadcasting a series of home furnishings talks over station WHN, New York, each Monday morning. She has wide experience with merchandise on which to base her talks and her writing and has made a particular study of bedding, which she writes about this month under the title, “The Bedding Brigade.”

BERNIECE L. B. GRAHAM, who wrote “God Give Me Joy,” is a former school-teacher, the mother of a three-year-old son, and she lives in Dellwood at Manchester, Vermont. Mrs. Graham has read a number of her poems before local parent-teacher associations but this is the first one which we have published. She is active in Red Cross work, Garden Club projects, and nursery schools.

AUBREY WILLIAMS has written the editorial on “Youth and the Modern World” from his long interest in young people. He is Executive Director of the National Youth Administration which was established last year.

If You Are Interested In . . .

The Preschool Child, see pages 8, 13, 14, 17.

The Grade School Child, see pages 8, 13, 14, 15, 21, 26.

The High School Boy and Girl, see pages 6, 8, 14, 15, 24, 26.

Children of All Ages, see pages 5, 10, 18, 20, 47.

Articles Helpful to Teachers, see pages 6, 8, 15.

P.T.A. Problems, see pages 5, 24, 34, 37, 39, 40, 44.

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The President's Message



Human Needs

DURING the years since the collapse of 1929 we have been so assailed with worries for our own condition that we have not always seen clearly the worse needs of those who, suffering from want in normal times, now became desperate from worse want.

Those who, heretofore, though unemployed—or unemployable, which is far worse—have always been able to find relief through organized charities or friendly individuals, have had to rely on governmental assistance which has been inadequate, even though it has seemed to taxpayers overlarge.

The old cry during the war, "Give until it hurts," has lost its meaning for us because in most cases giving anything has hurt. But in these hard years we have learned more discrimination in giving and we have learned the value of trained social service to help us discriminate.

Parent-teacher associations have always tried to take care of the child in the school who is underprivileged because of poverty in the home. They have provided clothing, hot lunches, and milk and they have taken care of the correction of many cases of remediable physical defects.

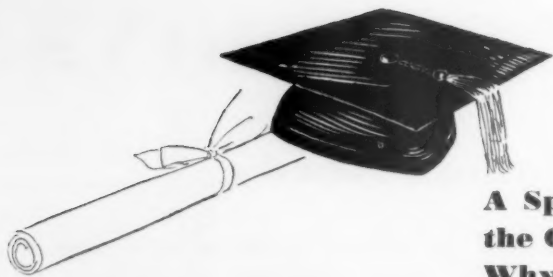
These matters will always be of keen interest and necessary provision. "The poor ye have always with you" was never said in derision; it is as true now as it was two thousand years ago and it is no respecter of persons, since tomorrow those who have given today may need the same help.

But the need is not entirely on the part of those who have not enough to eat, to wear, to enjoy. It is quite as much on the part of those who have one cent more than they need for their wants but refuse to give that cent to others. When compassion leaves us, when our hearts fail to respond with pity to need, then we may well search our souls to find the cancer that has started its sinister growth. We need compassion for the growth of character. We require sympathy for others to insure our own spiritual life; we cannot live without it.

So let us continue to give more, of food, of money, of beauty. The out-of-school character-developing organizations for boys and girls, the charitable organizations, the health-restoring institutions, all providing for human needs, must be supported. Perhaps our first task as a home and school group is to provide those necessities which make it possible to keep children in school, fed and clothed; after that there will always be further community needs in which we may cooperate.

Then we shall make possible the greatest human need—a sense of security.

President,
National Congress of Parents and Teachers.



WHAT PRICE

A Specialist in Higher Education Discusses the Costs of Various Colleges and Points Out Why a College Degree Is Well Worth the Price

I LISTENED to a group of high school seniors talking over their college problems.

"So you're going to be a teacher, Harriet?" asked Tom.

"Yes. I've finally made up my mind," she replied earnestly. "I'll graduate from school this June, and I want a college education but I can't afford to go to a women's college where some of the girls are going, and even the state university is out of the question. However, I can manage to go to the state teachers college for a degree, since the expenses there are lower than anywhere else. I have to watch the pennies, you know," she added without embarrassment. "Where are you going, Sam?"

"I'm not going to college," the boy replied. "My uncle is a photo-engraver, and he is going to help me get into a shop to learn the trade as an apprentice. Colleges don't offer training for the photo-engraver, and that's what I intend to be."

"Lucky boy," remarked Dick. "I don't know what I'll turn out to be, but I am going to college to find out. Mother wants me to go to the college because it is controlled by her church and she thinks it will be better for me. But Dad wants me to go to his alma mater where he says the boys make their own decisions, and have to think for themselves. I haven't decided where I'll go yet, but I won't have to worry over the expense. Dad isn't going to give me an allowance, as he did my brother, but he will take care of the bills when I send them home."

"I'm going to be a doctor and study medicine at the state university," offered Tom. "I've been saving up for it and a long time ago Dad took out an educational insurance policy so that I'll have \$1,000 a year for the next four years. I'll have to get the rest the best way I can since the medical course is at least seven years long—two years pre-medical before entering

medical school. Those two years will cost less than one year in medical school. Then four years in medicine and an additional year of internship when I finish. I'll be twenty-five years old before I can begin to practice."

"Wouldn't you like to practice here in your own home town?" asked Harriet.

"Sure, but it all depends on how things are when I get out," Tom returned. "I may have to become a country doctor in the sticks. Many begin that way."

"I wish I had my work all planned out like that," commented Dick as he swung at an imaginary ball with a tennis racket. "I really haven't given it much thought, I've had so many things to do about school affairs. And besides there have been no jobs anyway since the depression—nothing for high school graduates—nothing for college graduates. Any business or profession you hear about is already overcrowded."

"But you can't just lie back and take it," reminded Harriet. "Teaching, of all careers, is overcrowded, but there is always room for one more *good* teacher. But maybe it is just as well to take the first two years of college before you make any choice. They usually have a guidance officer or a placement office in college where you can get information about many kinds of work, and have some one advise you about some of the newer fields that we don't know about."

"That's what I intend to do," answered Dick. "I'm not going to a professional school to study engineering, or law, or any particular specialty. I am going to enter a liberal arts college for general work and probably a B. A. The catalog I have here states that the main purpose of the liberal arts college is—just a minute till I find it—'the training of a broadly cultured man, who can think clearly and express his thoughts in a manner that will secure the sympathy and comprehension of his fellows . . . and to provide the resources which will not only make a man his own best companion,

but will also enable him to meet unexpected problems and emergencies in an adequate manner.'"

"Clear as mud," said Sam. "Why don't you join the navy and see the world?"

And so the argument ended.

ANNUALLY, new groups of high school seniors ponder over the same age-old questions of choosing a career, choosing a college, and figuring the cost of training, weighing small savings with college bills which seem large in proportion. Some very early in school choose the occupations that they intend to enter; many defer the choice until they are in college; and some graduate from college without knowing the niche they are to fill.

However, more students are going to college now than ever before with a hope that in some way college will be a fitting preparation for life and life's work. In 1932 over 160,000 men and women earned bachelors', professional, and graduate degrees, to say nothing of an additional 30,000 students who graduated from the normal schools and other short courses. Compared with 1920, three times as many students were graduated in 1932. Each year over half of the degrees are awarded in the arts and sciences, or liberal arts; this means that half of the students of colleges and universities do not specialize in professions or vocations, but "major" in the different phases of liberal arts. About a third are graduated with professional training from the professional and technical schools that specialize in engineering, law, business administration, medicine, pharmacy, agriculture, home economics, dentistry, theology, and music. A large percentage, probably half, of the liberal arts college graduates enter teaching as their first employment.

One reason for the increased interest in college education is the fact that the professions have increased their standards and have delegated career training to the institutions of higher education. Years ago it was possible

A COLLEGE EDUCATION?

by Walter J. Greenleaf

to enter the professions through apprenticeship, and by this road many successful men and women have reached the top without a college background. Today, however, it is seldom possible to become an attorney, for instance, by "reading law" in a lawyer's office; or to become a physician by assisting in a doctor's office for a few years; or to teach in the public schools with only a high school training. A college education is essential for entrance to the leading professions.

The cost of training has likewise doubled and trebled since parents of today's school children obtained a college education. Twenty years ago a student could go comfortably to almost any college on \$500 a year, and participate in out-of-class activities. For instance in the endowed institutions where student costs are highest, tuition rates in 1913 were very low; in the table below listing the colleges whose present tuition rates *alone* are \$400 or more, compare the increase in rates since 1913.

Increase in tuition rates in endowed colleges since 1913

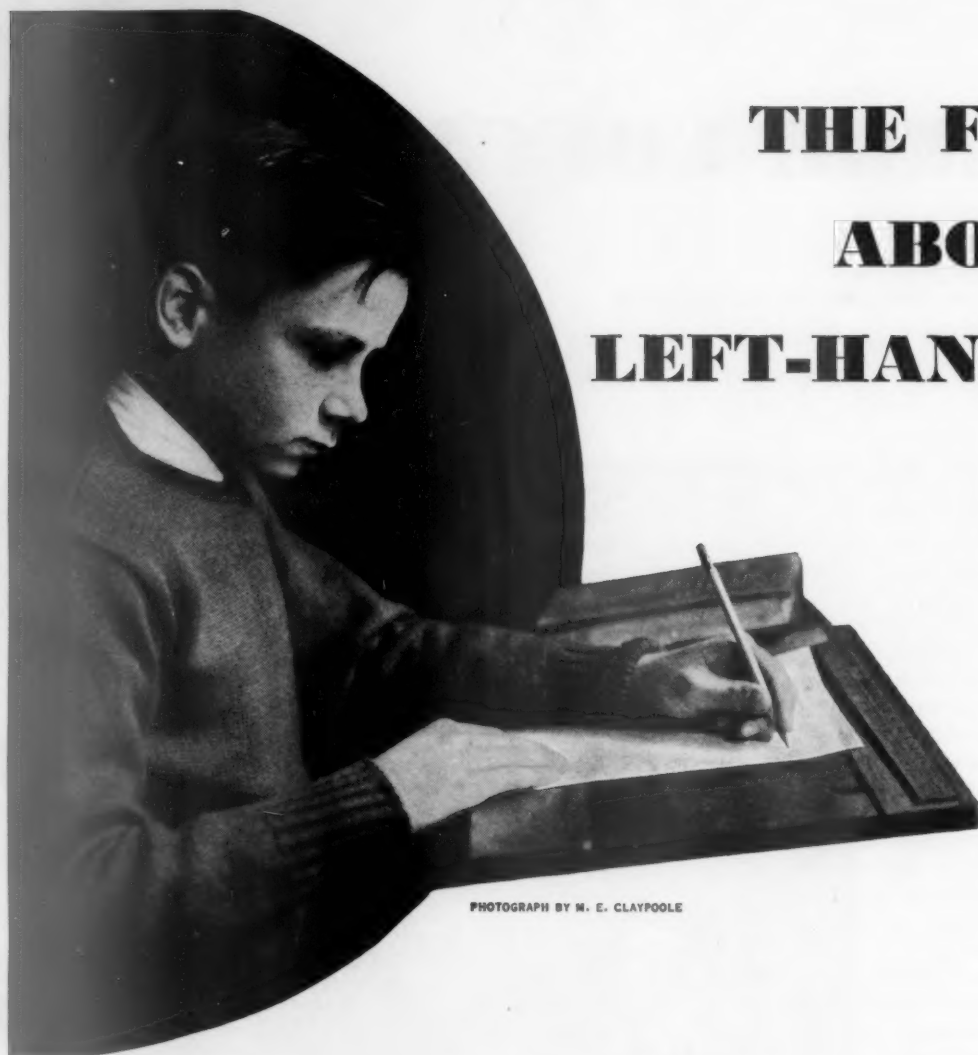
Men's colleges:	1913	1935
Dartmouth	\$125	\$400
Harvard	150	400
Lehigh	150	400
Princeton	160	450
Wesleyan	140	400
Williams	140	400
Yale	155	450
Women's colleges:	1913	1935
Bryn Mawr	\$200	\$500
Connecticut		400
Goucher	150	350
Mills (Calif.)		400
Mount Holyoke	150	500
Radcliffe		400
Smith	150	500
Sweet Briar	150	400
Vassar	150	500
Wellesley	175	400

Now only a few colleges offer low rates which are comparable. Tuitions in most (Continued on page 28)



ILLUSTRATIONS POSED FOR THE NATIONAL PARENT-TEACHER MAGAZINE BY MEMBERS OF THE DRAMATIC SOCIETY OF THE GREENWICH (CONNECTICUT) HIGH SCHOOL

A group of high school seniors talk over their college problems



PHOTOGRAPH BY W. E. CLAYPOOLE

THE FACTS ABOUT LEFT-HANDEDNESS

by Ira S. Wile, M. D.

JOHN is right-handed and so are all the other members of his family. His cousin Frank is left-handed, like all the other members of his family. Why not make John left-handed so that he will be like his cousin? The answer is simple; it isn't done. The general tendency would be to endeavor to make Frank right-handed so that he will conform to the common pattern of his community, be like John, and, indeed, like most people. In a country where brown eyes predominated, perhaps Frank would be regarded as a strange person if he had blue eyes. No one would endeavor to alter his eye coloring. His eyes would attract attention for a short time and then he would be classed along with all the others who had blue eyes instead of brown eyes. The entire group would be regarded as different. They might be pointed out as peculiar because they did not conform to the dominant pattern of eye color—but that would be the end of the story.

In a generally intermarrying population of blue- and brown-eyed people one finds an approximately definite

proportion of brown-eyed and blue-eyed individuals; the ratio will be three brown-eyed people to one blue-eyed. An equally careful study of the population in terms of right- and left-handedness would reveal a similar ratio of those who are right-handed and those who are left-handed. The fact goes to support the doctrine that handedness, like eye coloring, appears as an expression of Mendelian inheritance. Brown eyes and right-handedness are known as dominant traits. Therefore, the original handedness of Frank and John is as much an inheritance as is their eye coloring.

It is also very significant and comparatively little appreciated that along with the natural tendency to use one hand more than the other for all but the simplest tasks, the individual tends to utilize one eye in a preferential manner to fix upon objects. This natural, purposeful, but unconscious act determines what is known as the dominant eye. Among the great mass of people one usually finds that right-eyedness, right-handedness, and right leggedness go together, or left-hand-

edness, left-eyedness, and left-leggedness, thus producing a sort of half-body dominance which is useful to the particular individual if it is maintained in its original harmony. One occasionally finds, however, some children who are right-handed, but who have left-eyed dominance just as there are others who are left-handed but possess right-eyed dominance. Such irregular body function may lead to difficulties that arise when there is a lack of harmony in the general bodily organization.

If one stops to realize that the right half of the brain controls the left side of the body and that the left lobe of the brain directs the right side of the body, one can understand why some nervous difficulties may develop when harmony in the single side relationships and control is lacking or hampered. Unity in nerve action involves not merely hand and foot and eye but also the control of the center of speech. It is as natural biologically to be left-handed as it is to be right-handed; and biologically there is every reason to protect the left-handed individual from outraging or even unnecessarily

disturbing his normal biological nervous organization.

Unfortunately for left-handers, the world is right-handed. Hence there have arisen many social conventional relationships as a result of which the not unusual cruelties of majority rule have been inflicted upon the definitely observable left-handed minority. Throughout history one notes the self-defensive tendency for the majority party to be arrogant, if not cruel, while asserting its alleged right to dominate, if not domineer, in regulating habits, customs, principles, and practices. As a result, the right-handed group of the community has ever regarded the left-handed group as their biological inferiors. The majority group self-assertively established for itself the idea that the left side is ordinarily inferior in muscular strength and that the left hand possesses less readiness and skill than the right hand for all operations and manipulations requiring delicate procedures. This concept, of course, is contrary to truth except for the primary right-hander. There is practically no operation known to man which cannot be done equally as well with the left hand as with the right. Among left-handers, the right hand is merely the secondary assisting and auxiliary hand. Is the right hand inferior to them?

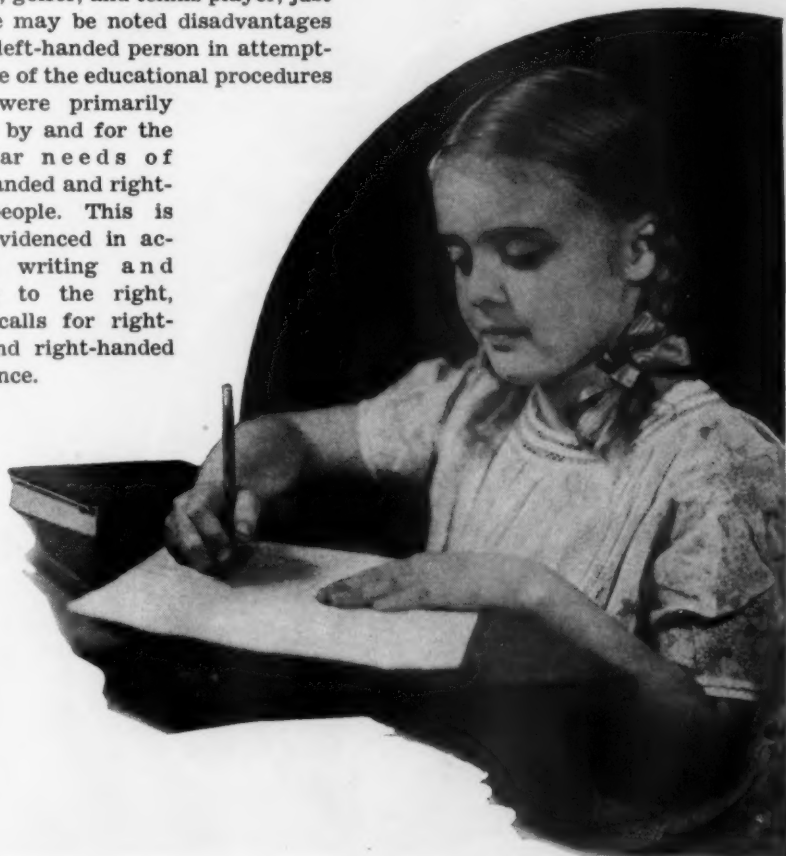
The right-handed person does not pretend to have any difficulty in unlocking a door when he turns the key to the left with his right hand nor does the left-handed person have any greater difficulty in locking the door by turning the key to the right. The possibilities of all types of muscular movements are equal on both sides. Whether one eats with the right or the left hand is immaterial biologically; whether one sews or throws a ball with the right or the left hand is personally inconsequential. There may be some social disadvantages in left-handedness when one is part of a right-handed group. Eating with the left hand at a table of right-handed people, for example, may cause some awkwardness because of the difficulties of service from the left and because of the possibility at a crowded table of a left arm coming in contact with the right arm of the neighbor. There may be an occasional confusion on a dance floor when the left-handed person tends to turn his partner to the left rather than to the right. In trying to avoid walking into people in crowds upon the sidewalk one may do just what one does not wish because the tendency to move to the left is greater than that to move to the right. These possible social errors represent, however, the results of social conventions, crystallized into habitual activities in terms

of their right-handed convenience for the majority of the world.

One must distinguish between dexterity, which may be acquired with either hand, and dextrality, which is merely the use of the right hand. The technical term for left-handedness is sinistrality and in the use of this word one senses slightly the idea of a sinister character in such activity as is affirmed in the judgment of the right-handed group. A right-handed person would be just as dexterous in a left-handed community as a left-handed person is in a right-handed world, and no more and no less. There is absolutely no sound reason for altering the handedness of a child from left to right merely because of prevalent false ideas concerning the weakness or lack of skill of the left hand. Nor, indeed, is there any rational excuse for making the change merely to satisfy social demands. Native handedness favors handiness.

To function as a left-handed person is respectable and honorable. In no wise does it militate against physical, intellectual, or social success in the struggle for existence. The competitive levels of today have not established many forms of occupation in which a left-handed individual is found to be definitely incompetent. There are some positions in which left-handed persons are especially desirable, as the left-handed pitcher, just as there is comparatively little field of occupation for the left-handed barber. There may be real advantages for the left-handed violinist, golfer, and tennis player, just as there may be noted disadvantages for the left-handed person in attempting some of the educational procedures which were primarily devised by and for the particular needs of right-handed and right-eyed people. This is often evidenced in acquiring writing and reading to the right, which calls for right-eyed and right-handed dominance.

As a result of social pressure at home and at school, but too frequently originating in the home, many children are called upon to change their original handedness and to become other than their native nervous structure intended them to be. Many parents object to their naturally left-handed children being different. They regard them as awkward, unwisely slap their hands when they, as infants, endeavor to take things in their left hand, nag them and tease them, and, indeed, often abuse them in childhood in an anxious effort to make them shift to right-handed practices. Many children, therefore, find themselves caught up early in life in a continuous social pressure that is applied to restrain their natural tendencies and desires. As a result of home endeavors, supplemented by pedagogic urges and demands, one finds many children who eat and write with the right hand and do everything else with the left hand. There are girls who sew and knit with the left hand but who write and sweep in a right-handed manner. There are boys who write with the right hand, but throw a ball with the left hand only, play right-handed golf and win or lose at tennis with ambidextrous skill. There are other children who draw with the left hand while they write with the right hand; and still others who while they are at school write only (Continued on page 32)



HOME PLAY AND RECREATION

by Lewis R. Barrett

This Is the Fifth Article in the Parent Education Study Course. An Outline for Use in Discussing It Appears on Page 34

PHOTOGRAPH BY FRED HESS & SON, ATLANTIC CITY



PROBABLY no part of the life of a child in the average American home is so void of intelligent guidance and leadership as is his play life. From the time the child is an infant in arms until he is a youth in high school his play life is accepted as a matter of course, a part of his daily life. Too often it is a source of worry and irritation to the parents—and hence far from the satisfying experience that it should be for the child. No doubt there is supervision—far too much of it—but very little real understanding guidance.

I feel certain that as parents we are interested in doing the right thing. Unfortunately, however, we are prone to dismiss our responsibilities in this matter in the easiest way. After all, there is the old inclination to accept play as men play and as such it is not apt to challenge serious study or real directing thought.

The father who purchased a bicycle for his young son and then issued strict orders to the boy prohibiting him from riding the bicycle any place but on the sidewalk of the block immediately surrounding the home is fairly typical of many parents' thinking in this matter. It is also fairly typical of the type of supervision mentioned above.

Obviously, this father was thinking only of the safety of the boy on the bicycle. He felt certain that if he could keep the boy from riding in the streets or crossing the streets it would be a fairly safe activity. Consider the father's disappointment and alarm, therefore, when, upon arriving home one evening after a hard day at the office, he learned that the boy had made an extended bicycle tour of that section of the city in which the family lived. The result, as might be expected, was a long conference with the boy in which the number of fatalities occurring each year due to boys' riding bicycles in the streets were emphasized, as were also the rules of fair play. In the end the boy was deprived of the use of his cherished bicycle.

No doubt this was a perfectly proper procedure under the conditions, al-



PHOTOGRAPH BY D. GENDREAU

though the whole situation was grossly unfair to the boy. The mistake was made by the parent in purchasing the bicycle with the expectation of limiting its use to such a confined area. The father should have recognized from the beginning, as he later did when it was called to his attention, that in providing his son with the bicycle he was opening new fields which the boy's normal interest in adventure would sooner or later demand he investigate. Had the father given the matter the proper study and thought in the beginning, he would have spent some time with the boy mapping out certain trips which would satisfy the boy's interest and which could be undertaken with the greatest regard for his safety. If such trips could not be worked out or sufficient confidence placed in the child to look out for his own safety, the bicycle should not have been purchased.

GUIDING PLAY ACTIVITIES

AN interesting approach to a family play problem is that of the father of two young sons who are intensely interested in the game of football. This father—a college football player of some years past—had put forth considerable effort to stimulate the interest of his boys in football. After the boys had attained the approximate ages of ten and twelve, he suddenly realized that the boys' interest in the game was such that they were out practically every afternoon after school playing so-called "tackle football" with boys much older and therefore more developed physically than they were. Appreciating the dangers of this type of football for young boys, he immediately set about correcting the situation. When he suggested that touch football was a better game for growing boys, his sons informed him that it was a "sissy" game. He therefore did not push the subject; neither

did he forbid the boys from playing tackle football. He waited a few days and then suggested that they all go over to the near-by park some afternoon and kick and pass the football. This suggestion was accepted with great enthusiasm by the boys and a date was definitely set.

When the day arrived, the father dressed in old clothes and proceeded with the boys to the park. After kicking and passing the football for some time the father suggested that they play a game of touch football; his advanced age and general physical condition would prevent him from playing a game of tackle. This was satisfactory to the boys and after dividing the group into two teams, the game was started. As the play progressed, the father took occasion to point out and demonstrate how the game of touch football provided an excellent opportunity to learn and practice some of the skills essential for good football players. Also in the numerous periods of "time out," which it was necessary to request in order that the father might get some rest, he took occasion to point out why touch football was an interesting game for old players like himself whose muscles had softened as well as for young boys whose physical development had not yet reached the state necessary for the bodily contact of regular tackle football.

That evening one of the boys remarked: "Dad, touch football isn't a 'sissy' game, is it? It's a swell game in which to learn handling the ball, dodging, and pivoting, and it is much safer for boys our age to play. Believe me! I am not going to take any more chances of getting hurt by playing tackle with those big boys. I'm going to play touch and learn some of those things I'll have to learn in order to be a good football player when I get older."

How many fathers give this much thought and effort to guiding the play life of their boys? It is far easier to say, "You cannot play tackle football; it is too dangerous for boys of your age"; and thereupon create numerous problems in place of one.

Another example of real guidance in home play activities was demonstrated by the father of the small boy whose play interest during the fall months also seemed to be solely in the game of football. This is a perfectly healthy interest for any small boy to have. But in this case the father was somewhat concerned because the child seemed to be unhappy when he could not be actively engaged in playing with a football.

As any parent knows, kicking or passing a football is a fairly harmless activity in a vacant lot, on a playground, or in a yard of some size. When engaged in in the house, however, it is apt to be anything but harmless, particularly when considered in relationship to pictures, dishes, vases, lamps, and numerous other articles which as a rule occupy space in the home. Repeated attempts to stimulate interests in more passive and less exciting activities met with the same result and created something of a family problem.

One day, as the father was browsing through a newsstand, he discovered a magazine entitled *Football*. A minute's perusal of its contents brought forth the discovery that here was a magazine containing a great deal of interesting material pertaining to the college and university football teams throughout the country. The father immediately purchased a copy of the magazine and presented it to his young son upon his arrival home that evening. At the same time he suggested to the boy that he look it through carefully and pick out those college and university teams in which

he was interested, write down the names of the towns or cities in which the colleges or universities were located, as well as the names of the coaches of the teams, and then proceed to write each coach thus selected requesting his autograph. He further suggested that if and when he received the autographs he might buy a scrapbook and paste them all in this book. The boy was immediately interested and started to work on his new-found hobby which was in line with his dominant interest of that time.

When relating this story to a group of friends some time after the inception of the boy's hobby, the father was most enthusiastic about the results. The boy had accumulated a great deal of information pertaining to the geographic location of all the leading colleges and universities in the country. He had received no end of practice in letter writing, which of course included spelling and punctuation; and fortunately the coaches had responded in a sufficient degree to maintain the boy's interest in the hobby throughout the fall and winter months.

In this manner was interest, which was on the verge of creating something of a family problem, directed into a worthwhile hobby.

At a recent gathering of parents, where educational and recreational subjects were being discussed, some one made the remark that the surest way to spoil a ride or outing in the country for parents is to insist that the children go along. Undoubtedly this condition does exist for many families. Maybe it is a healthy condition for some of them but certainly it should be possible for a family to take regular drives into the country and have them happy experiences for all the members of the family.

All too often the decision to take a ride is made because the parents decide they want to see the foliage, or get away from the city, or see some country, or get some fresh air, or some other perfectly valid reason for the busy business man and the housewife. The fact that these are not reasons which will stimulate the interest of the children in the ride does not seem to make much difference. They are expected to be enthusiastic about the opportunity and maintain this enthusiasm throughout the duration of the ride even though no effort is directed to make it interesting for them.

It is possible to make such drives attractive to the whole family. A little reading or talk with the children may lead to the discovery in near-by country of historical places about which they have heard or are studying in school. It may lead to the discovery of abandoned mines which will interest

them. Such drives may provide an opportunity for the boy or girl to take pictures for a scrapbook or a camera club. They may provide an opportunity to see different types of birds or trees or flowers. They may even provide an opportunity for the children to play different games with the parents—games which they could not play except in the car driving through the country.

To a Little Boy

by Grady-Duluth

*Write me a poem, Daddy, please,
All of my own about the trees,
The birds, the flowers, and the spring,
The wind and rain and everything.
Write me a poem all my own,
Please, Daddy, just for me alone.*

*Ere I began to write I thought
Of all the poems he had wrought,
Thought of the music he had played,
On heartstrings, and of gardens made
In Mother's heart and mine by him,—
And then I wrote a verse for Jim.*

*Grow as the tree, Jim, straight and tall,
Live as the tree lives, so in fall
The autumn of your life may be
More lovely than its spring to see.
Sing as the birds sing when they're gay,
And hold your peace in storm, as they.*

*Remember—after wind and rain
The tree stands straight, birds sing again.
Remember—seeds in clay may live,
But beauty they may never give
Until they grow above the earth;
Then, only, may they prove their worth.*

To make the drive a satisfying experience in one of these or many other ways requires some careful thought and well-directed effort. It requires a consideration of the child's interests, possibly some knowledge of his school work such as history, science, or reading.

Any parent can accomplish marvelous results in this way if he is sufficiently interested and will devote some few minutes each day toward knowing, stimulating, and guiding the play interests of his children.

PLAYING TOGETHER

NOT only on such trips but in many other ways as well can parents and children find in their play hours together an opportunity for coming to a closer understanding of one another.

In this day when fathers see so little of their children during the day, a family playtime has much to offer. A regular game of ping-pong in the basement game room, a family checkers tournament, or a guessing game played in the family group can teach both parents and their children much in sportsmanship and understanding, not to mention the joys of being and doing together.

A family orchestra or a family chorus has many rewards in addition to the music learned. Listening together to phonograph records or radio programs, with turn about for choosing records or programs, may solve hitherto baffling problems of directing a child's choice of music, as well as provide fun. Making a game of seeing who can name the greatest number of compositions and their authors can be educational as well as fun—if the educational aspect is not pointed out!

As soon as parents are ready to recognize that play experiences are a serious and important part of child life, that soon will they begin to give more serious study and directing thought to home play and recreation.

SUGGESTED READING

NATIONAL PARENT-TEACHER MAGAZINE:

Darrow, B. H. "Children's Radio Programs." October, 1935.

Heller, Carolyn M. "Hobbies for Boys." February, 1935.

Hodgkins, Anne Frances. "Your Second Spring." July, 1935.

Nichols, Ruth. "Hobbies for Girls." March, 1935.

Myers, Garry Cleveland. "Planning the School Child's Summer." April, 1935.

Moore, Marian Warren. "Recreation . . . on the Family Plan." June, 1935.

Yarnall, Sophia. "Painless Family Motor Rides." July, 1935.

PARENT EDUCATION THIRD YEARBOOK:

"The Wise Use of Leisure," by J. W. Faust.

"The Boy and His Leisure," by Joseph Lee.

"Leisure for Adolescents," by Dorothy La Salle.

PARENT EDUCATION FOURTH YEARBOOK:

"Recreation and the School Child," by Weaver W. Pangburn.

"The Child and the Radio," by B. H. Darrow.

"What About Group Games?" by Carl Schrader.

LITTLE MISCHIEF-MAKER

by Katharine N. Scott

I GROANED and pulled the covers over my head, trying to shut out the unhappy sounds emanating from the bathroom.

"Now, Renée!" fourteen-year-old Gloria shrieked. "You just stop crowding; get away from here. You've had a whole half hour to brush your teeth. Why didn't you do it? No, you never do anything until you think somebody else wants to!"

I couldn't hear a sound from Renée, but I knew, as clearly as if I could see her, exactly how she looked. Rosebud mouth quite ruined by a teasing smirk, black-lashed blue eyes glittering with something like hatred, although I felt sure it couldn't actually be that.

There was no use trying to ignore Gloria's voice, shouting in shrill reiteration, over and over like a safety valve letting off steam, "Get away, I tell you! You need a good slap. Mo—ther!"

I reached for kimono and slippers, and told myself aloud, being careful that no one heard me, "This is going to be one of those days!"

I had been aware since last September that one of my four daughters was becoming a problem—a serious problem. I had watched her change from a winsome, sunny little girl, whom every one enjoyed, into an arrogant, contrary, self-centered, teasing imp, who seemed to live for just one purpose: to stir up strife and to annoy.

It was evident that she knew that she was a trial. Just yesterday I had found a note in her childish, regular writing, pinned to the kitchen bulletin board. It stated that she was going over to Jane's house, and she had signed herself, "Your Little Mischief-Maker."

These details and many more flashed through my mind as I opened the bathroom door and surveyed the



ILLUSTRATION BY
RUTH STEED

scene. Deirdre was painstakingly adjusting half-socks and gillies. She gave me her usual shy welcoming smile. Seven-year-old Joy, in diminutive shirt and panties, lay prone on her tummy, reading a story about Cock-alu and Hen-alu. She was too engrossed in the sound of the words and her own voice to be even aware of the battle being waged above her head. Nine-year-old Renée looked belligerent. Gloria, a tall, slim fourteen, was pinched and frustrated with rage, and looked as if she really intended to do some slapping.

The books say that children reflect their environment, but I'll bet a cookie that whoever wrote the books didn't have guests the night before who stayed late, or four little girls who rose at seven with lusty appetites, as all healthy children do.

I knew that loss of sleep had not left me bright and cheerful and all-wise, ready for this present situation. If I tried to quell the storm, I would only say the wrong thing, so with a false animation that I was far from feeling, I queried, "What shall we have for breakfast? Did you know we have pecan rolls?"

Something triumphant in Renée's expression and manner as she sauntered out of the bathroom told me all too plainly that I hadn't slipped anything over on her. She knew that I was taking the line of least resistance.

THE books and magazines say to be careful about overemphasizing the differences in the personalities of your children, not to make unkind, unjust comparisons. But as I splashed and sputtered myself fully awake under the shower, I wondered resentfully how any mother could maintain an atmosphere of equality, when three girls almost never annoyed, and one never let a chance pass to be as trying as possible. Treat each child as an individual! If I did that, it would be Renée who received all my attention, because she demanded it. The center of the stage seemed to be her one objective.

Busy preparing breakfast, I had time to itemize just some of the details which had tortured all of us for weeks. Renée seemed to be everywhere, insisting, demanding, as a brisk wind stirs quiet tranquil pools. "I dubs the seat by Mother. Get out of there, Deirdre. . . . I want to sit in front. . . . That's my place at table. [It had been on the opposite side at lunch time.] I want that piece of toast. . . . Those are my crayons. . . . I want that round piece of candy [knowing as she demanded that it was the only round piece in (Continued on page 26)]

AT ten years of age, Grant should have been taught more of money values than he seems to know," writes a mother from Harvey, Illinois, in commenting upon today's question: *Grant, aged ten, receives an allowance of twenty-five cents each week and spends it all immediately. His parents think he should learn to save.* "It is not his fault that he does not know any more. It is not his fault that he cannot talk Japanese. He has not been taught so cannot be expected to know it."

She continues: "His parents do not say, 'I cannot give Grant time because he spends it foolishly.' Grant has time; it is their job to help him learn to spend it wisely. For example: he knows he must get up in time to dress, eat breakfast, and get to school by a certain time; that he must leave school at a definite time to return home for lunch; and so through the day. His parents have helped him to meet certain obligations with his time. Also, he has learned that if he is to attend Cub Scouts from six to eight, he must stop playing and get his lessons before dinner. Thus he is learning to budget his time. The same applies to his money. His parents must help him learn to manage his allowance as they have helped him learn to plan his time."

A Connecticut mother has solved the problem of too close supervision by helping her daughter to adopt a system of money management through which she allots a certain part of her allowance each week for her pleasures and necessities, a certain amount for giving, which includes Sunday school contributions, and the rest for saving. "The plan has worked out very well," writes this mother, "and both her father and I feel that Elizabeth is learning much more when she practices managing her money in this way than she would gain from putting all the emphasis on saving."

A mother in Savannah, Georgia, agrees that parents have a responsibility in guiding the habits of their children but suggests that this guidance may be indirect, through situations in which the child may learn for himself rather than by direct teaching. Her son learned his lesson through a bitter disappointment. When he faced the fact



HELEN PALMER THURLOW

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

that he had brought this disappointment upon himself, "living within a budget" began to have a real meaning for him. But suppose we let his mother tell the story. "Sonny could never keep a cent in his bank until the circus came to town and we refused to give him extra money to attend. That was the day of reckoning for our little spendthrift. Now Sonny lives by his budget no matter what happens. Five cents goes to Sunday school,

KATHLEEN IS A DAYDREAMER

Kathleen, aged nine, daydreams. While she is dressing, at the dinner table, in the classroom, and elsewhere, her thoughts drift far away from the task at hand and she sits and stares into space.

Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood, and write us of similar experiences which you have had and what you did about it? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before January 10th. The answers will be printed in the March issue.

twenty cents is deposited each Friday in the school bank, and the other twenty-five cents is used for pleasure. When he has something special to save for, he increases his savings."

A New York father told me such an interesting story of their family banking system that I asked him to write it for this page. Through this system, their sons not only learned to apportion their allowances but they also acquired a knowledge of the purpose and use of bank accounts and checking systems. His letter follows: "We had been puzzled about how to get the boys to save and not just hoard. The fact of putting money in the bank, or aside, didn't seem to take and one day I got the inspiration of organizing a bank. All three of us opened an account in the bank and I was the banker. I bought a ten cent cash book, two small five cent ones, and two check books. I explained to the boys the purpose of each and of the bank. Immediately the saving of money took on an

entirely different character. They deposited the bulk of their allowances and with great pride paid their debts by check or cashed checks in order to make purchases which were planned for. They were now saving with a purpose—and the educational by-products make it quite worth while."

Many humorous incidents arose in connection with this banking system. For example: "Louis had a balance of ninety cents in the bank and wanted to draw out eighty-five cents. We reminded him that only two days before he had spent over a dollar and suggested that he think it over until the next day. He became quite angry and asked if it wasn't his money and if he couldn't draw it out as he pleased. We told him yes, but that bankers also advised their depositors who they felt were putting their financial position in danger. He stalked to his room, wrote out a check, stalked back, and handed me the check. It was made out for the full balance, payable to cash. That was the last we saw of Louis for banking purposes for two weeks. At the end of that time he came back to make a deposit. Not only had he not spent the ninety cents he had withdrawn but he had been saving out of his allowance steadily during the two weeks."



THE CHILD WILL TRUST HIS TEACHER

**If the Attitude
of the Parents
Is Conducive to
Respect for Her
According to—
CLARA PERMAN**



WELL, I'm not going to school any more," announced my indignant young son as he came through the kitchen door one noon. He had been going to school for exactly six months.

"Why not?" I asked. As a rule I expect almost anything, but I was genuinely surprised at this for he had always been most enthusiastic about school.

"The teacher called me a trouble-maker and said I'd have to stay after school!" The tone implied that this was the sum total of all insults.

"Why did she do that?" I inquired softly, without too much show of interest which might promptly put him on guard.

"Well—Jimmie threw an eraser and I just walked up and pasted him." My son has certain traits (inherited from his father, of course) of which I am not exactly proud; but the word "pasted"—that was a new one in his vocabulary. His worldly growth was becoming more apparent. I found my mirth difficult to control.

"And then what?"

"Well—the teacher saw me and not Jimmie—and she let Jimmie go—but Jimmie shouldn't have done that! I don't like her. I'm not going back."

It's so easy for a mother to see her son's point of view, isn't it? He had felt a little unfairness there that the teacher had missed. Having taught school for several years, I realized that

teachers are not infallible. That wasn't my problem just then.

My boy's success and confidence, I knew, was due largely to that faith he had in his teacher. This going to school is a strange new adventure to any child. His guide must be held in the highest esteem. Can you, as a parent, picture yourself on an expedition in Africa, thrilled with adventuring expectancy? One hint that your guide didn't know where he was going, would not be able to cope with a perilous situation, and your faith would waver and simultaneously your enthusiasm would wane. What is left in any undertaking when enthusiasm wanes? Once his teacher should topple from that high pedestal upon which he

had placed her, all the king's horses and all the king's men could never put her back again. That was my problem now. His teacher's pedestal had tipped ever so little; it was my duty to set it back before it went over completely. I attempted to look very sorrowful and, putting as much pathos in my voice as I could muster, said:

"Well, isn't that too bad. You wanted so much to learn to read, and that teacher is trying so hard to teach you to read. But I suppose I'll just have to go right on reading the stories to you."

His eyes opened wider and wider; he said nothing more; but at one o'clock he marched off to school. When he came home that evening he seemingly had forgotten all about it. However, he had gained by the experience. He had learned to let the teacher do the disciplining of his schoolmates, and he had started to learn that most difficult of all lessons—a realization that happiness must come to him through his own good deeds, not through worrying about the punishment that evil-doers miss.

IF I had taken a different attitude, the incident would have assumed alarming proportions in his memory. By this I do not mean to slight the importance of the incident. It was not trivial in the least; but it was not one for him to harbor in his consciousness. If I had taken his part against the teacher, objected to her method of punishment, or strengthened the accusation that she had been unfair, it might have been the matter of changing his entire life. The faith—that faith which had kept him stirred, enthusiastic, willing, and anxious to do his best—would have gone. Who would have suffered? The teacher? Not at all. It would have been my child.

In this case the incident was closed. There are times when it is necessary for a parent to go further into the details. A story of abuse or misunderstanding should never be treated lightly; but it is well to keep in mind two things: (1) statistics show that a six-year-old child cannot give an accurate account of what has happened at school; (2) the teacher is above parents' reproach expressed at home, for the child's sake—not the teacher's. The teacher may be at fault. Talk to her, talk to the principal if necessary; they will do all in their power to correct a mistake. It can be done quietly without the child's knowledge of any criticism. This is one method of fostering the faith; your timely interference may be the means of keeping that all-important pedestal in an upright position.

Cooperation should be the theme

song of parents and teachers. Their aim is the same: the making of a good citizen, an adventurer who will scale the heights of real living. He will not be a success if his battles are fought for him; but as guides, who have gained much through experience, parents must stand ever ready to suggest the right weapon to be used. Conflicting suggestions may confuse the little struggler. Parents, who have the close confidence of a child which a teacher seldom gets, can be of invaluable aid. They should help the teacher whenever they can. With a room full of children it is difficult for her to ferret out the thought in each little mind.

THE confidence may be something that a parent would consider too trivial to be of value to the teacher. Nothing is too trivial which concerns the child's happiness. Often he is unhappy because that necessary faith in the teacher has not been aroused—that spark, which unites them in spirit, has failed to kindle. A mother may often light this spark by some confidence which may to her seem absolutely trifling.

I have in mind now a little girl, Mary, whom I once taught in the first grade. She was shy, unresponsive, to all outward appearances absolutely disinterested. I had tried to reach her in every way, but without results. She was making scarcely any progress in her school work.

One day a note was slipped to me from Mary's mother. It read: "I don't want to make any suggestions or interfere in any way and I know this sounds silly. But Mary has insisted upon wearing her white dress for three days. She thought she might be chosen for the goat when they play the story of the boy and the goat. I just thought that I would pass on this little hint to you to be used as you see fit."

It was her love for the child that had prompted this note; yet it can easily be seen that she thought it was silly, she was half apologizing. As I told her afterward, it was the greatest boon that I had ever received. Mary was the last child in the room whom I should have chosen to take the part of that most incorrigible goat. By no sign or token had she ever displayed that desire, but you may be sure that she was chosen that day. The first smile that I had ever seen on her face appeared. From then on Mary was not the same child; she willingly responded not only in dramatization but in all other activities as well. Her mother had given me a confidential tip which kindled the spark of her faith. But had Mary known about the note,

everything would have been spoiled, as she well knew.

FAITH is often killed by light criticism of the teacher which is soon forgotten by the parents—her teaching methods, not at all what they were when the parents went to school yet they wouldn't think of going back to the days of wash boards and the horse and buggy; her assignments, either too easy or too hard; possibly her social life.

There isn't a teacher who would make a disparaging remark concerning a child's parent within the hearing of that child, not because the parent might care but because of the damage it might do to the child's faith in that parent. Can all parents say the same in regard to the teacher? Do they show the same consideration? There are times, I regret to say, when it is necessary for such things to be said of a teacher, when she merits the gravest consideration. But they should be taken up with the powers that be, not discussed with the children.

It may happen that the child has a teacher who doesn't rank among the highest. It is a law of life; we suffer the poor preachers along with the best; there are big business men and little business men. And so the child and the parent must meet this problem of having a teacher not quite so efficient as the last. Airing her deficiencies will gain nothing, but lose much. Once a young hopeful hears the teacher blamed for his lack of learning, rest assured that he will close his books and his mind forever to her and fail to get what it is in her power to give.

Parents should be sure that their estimation of a teacher's worth has been made after visits to school, not from reports of the children or a neighbor whose child didn't pass when under that particular teacher. Even the poorest teachers can do at least one thing well. While visiting the schoolroom, mothers should look for this; faultfinding will avail little. But if a mother can find this one thing par excellence, and is wise, she will mention it slyly to her child; and if she is very wise, she will make a point of mentioning it to his teacher. It may be just the word she needs to pull herself out of the slough of discouragement that is undermining her work. It may buoy that faith in herself which it is necessary for her to have in order to inspire the faith of the children.

"And now abideth faith, hope, love, these three; and the greatest of these is love"—but in the schoolroom there can be no love when faith is lacking.

HANDLE *with* CARE



Knowing from the first days of your baby's life the correct methods of bathing, holding, and weighing him will prevent discomfort to the infant and worry and distress for you. Here are a few suggestions, passed on by a prominent pediatrician.



PHOTOGRAPHS BY FRANK MEEHAN

1. Baby's Bath. The baby's head should rest on the wrist with the fingers supporting the back. With the other hand, hold the legs gently but firmly and lower them into the water gradually. Avoid giving the baby the fright of a sudden plunge into the water without warning.

2. After Feeding. After feeding, the baby should be held in an upright position, with the baby's head resting on your shoulder. Pat the back gently, so that any air that may have been swallowed while feeding will be expelled. This often prevents discomfort and vomiting.

3. Lifting the Baby. Use the thumb and index finger to support the baby's head and the other three fingers to brace the back. The other hand supports the buttocks and legs. Small infants have no muscular control in their necks and every precaution should be taken to prevent "snapping the head."

4. Weighing the Baby. Knowing the correct gain in weight is the only way by which the baby's food can be regulated. Use a beam scale if possible. Scales with springs are not so accurate or reliable in keeping the baby's record.



Dr. Laird explains her sleep chart to a young lady

Donald A. Laird Discusses Children's

EATING AND SLEEPING

ONE of the commonest of all complaints which the average physician hears from his patients is that vague feeling of fatigue. In some cases, it appears as a symptom in association with organic disturbances. In others, where no organic cause may be found, it seems to be the principal symptom. In such instances, the fatigue complaint may be of a psychoneurotic nature, or it may be the consequence of improper working conditions or improper habits of eating, resting, and living in general. And probably feelings of fatigue, as well as difficulty in sleeping, or sleep that is not restful, are just as widespread among the thousands who do not go to their physicians. This is certainly the case, if current advertising appeals are well-founded.

Unfortunately, the natural tendency is to discount complaints of fatigue where no organic foundation can be shown. To look upon fatigue and poor sleep as due to the vagaries of the individual's imagination is distinctly unwise. There is always some reason, and if the symptoms are persistently disregarded, the body may not be in an adequate condition to combat a disease, should one develop.

From a survey of the sleep of about 500 men, it was found that more than 70 per cent had difficulty in going to sleep, and 60 per cent suffered definite ill-effects when their sleep was curtailed for any reason. But the ill-effects from loss of sleep were more marked in the younger men, decreasing pretty regularly with age. Thus it is apparent that proper rest is more

important in the case of young persons. If fatigue were a disease, it could be characterized as a young person's disease, for observation shows that it is frequently the trouble with children when they are ill or misbehaved. And one of the first principles of child psychology is that "badly behaved children are likely to be tired children."

CAUSES OF FATIGUE

THERE is no single cause of fatigue and consequently no single remedy. Physical exertion is perhaps the commonest cause, particularly with children. What actually takes place is the conversion of the blood sugar into lactic acid, which accumulates in the muscular system, and causes general weariness. Under favorable conditions, as much as 80 per cent of this acid is

converted back into sugar by a natural process of oxidation. Otherwise, the lactic acid is formed more rapidly than adequate oxygen is supplied, and the system is overtaxed. Thus, when children become too tired from strenuous play and physical exertion, they do not recover as quickly as they should. They become difficult, impatient, easily distracted, forgetful, jumpy and fidgety, easily irritated, or laugh senselessly at everything. And, furthermore, they do not settle down to sleep as readily as they should, nor do they sleep as well as they should.

There are, of course, many other causes of fatigue, such as sleep starvation, poor environment, emotional upsets, and bad ventilation. But the most insidious, because it is perhaps the least obvious, is the dietary factor. This source of apparently causeless fatigue deserves far more recognition than has been given it. The symptoms are, primarily, lassitude, a lack of spontaneity, difficulty in concentrating, and an avoidance of exertion—all showing the results of a poorly balanced diet or a diet low in the quick energy foods such as carbohydrates and common sugar.

A technical explanation of this is simple. Muscular exercise, as I have explained, is dependent on the supply of glycogen or blood sugar. Under the

most favorable conditions, only 80 per cent of the lactic acid thus produced is oxidized back into sugar by our systems. Therefore, a sugar debt arises, comparable to the oxygen debt caused by the lactic acid. This explains why carbohydrates are of tremendous importance to the diet, for the carbohydrate foods are the ones given preference by nature for supplying blood sugar. Of all the carbohydrates, common table sugar is the most readily assimilable, being evacuated from the stomach from one to two hours sooner than other foods, and in addition being practically absorbed before it enters the intestines. In consequence, common sugar is especially adapted to testing the rôle of carbohydrates in fatigue and sleep.

CARBOHYDRATE EFFECTS ON FATIGUE

FROM various tests which have been made during the past few years, it has been proved that an increased amount of carbohydrates in the diet not only tends to shorten the time of fatigue recovery, but also, to protect against overfatigue. Marked depletion in blood sugar has been found following strenuous work, while intake of sugar or sweet foods preceding physical exertion tends to promote recovery to a marked degree.

For example, an experiment was made on twelve healthy young men, divided into two squads of six each. They were given five standard tests just before and immediately after they climbed up and down two flights of stairs.

On alternate experimental days, one squad was given a control drink with 2.3 ounces of cane sugar forty minutes before the exercise, while the other squad was given a control drink with the same sweet taste but containing no sugar.

In all the tests the sugar more than offset the fatigue caused by the stair-climbing. (The energy consumption in stair-climbing is about fifteen times as great as for covering the same distance on a level surface.) Without sugar the speed and accuracy of eye-hand coordination, general muscular coordination (body sway), lag of atten-

tion, and mental addition were impaired by the moderate exercise. With the sugar there was either no impairment, or actual improvement in performance after the same exercise.

Not only is the quality of the diet, therefore, of prime importance, but the quantity, as well. A diet well balanced, but in reducing rations, has been found to have fatiguing effects. Daily tests were made on an experimental squad of ten young men over a period of two months, who were given a balanced diet of only 1,800 calories daily. It was found that they were definitely poorer in both mental and physical performance than another squad, which received 3,000 calories a day.

This emphasizes strongly the importance of an adequate total food intake, as well as one containing quick energy foods and the proper balance of nutritive elements.

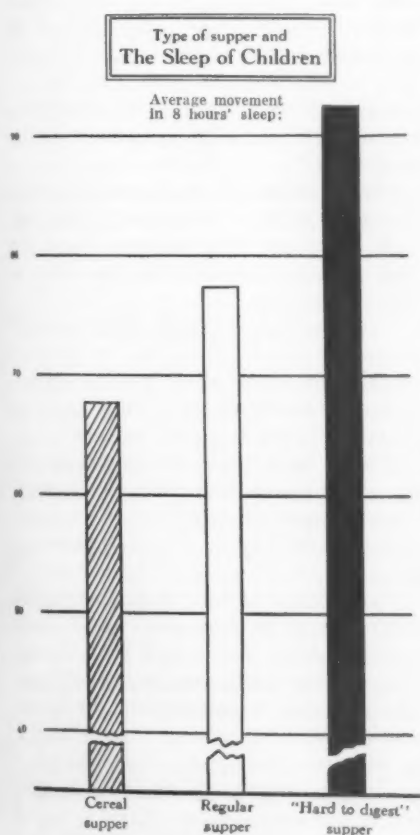
SLEEP AND DIET

THUS we come to the realization that sleep is not the only factor in overcoming fatigue. There is much more correlation between sleeping and eating than we had heretofore thought.

An experiment was conducted to determine primarily how much of a disturbance to sleep unsensed hunger pangs constituted. During sleep, reflexes are normally diminished, yet hunger pangs, which are more frequent during sleep, increase reflex excitability. Thus, children are restless during the latter part of their sleep period, or do not sleep as soundly. It would, therefore, seem that eating shortly before going to bed would delay hunger and improve sleep. But the problem (Continued on page 30)



The somnokinograph, or sleep-movement-recorder, in Dr. Laird's sleep laboratory



This chart clearly demonstrates the effect of the evening meal on children's sleep

• THE ROBINSON FAMILY •

THE ROBINSONS' DOG HAS RABIES

by S. J. Crumbine, M. D.



I DROPPED in to see my friends, the Robinsons, last Saturday after an absence of two or three weeks. Molly opened the door to me, and exclaimed, "Oh, Doctor, come in; you're just too late for the excitement. Rollo's dead!"

I exclaimed at this, for Rollo, a sweet-tempered spaniel, was the pet of the family.

"How did it happen?" I asked as we walked into the house.

It appeared from Molly's story that one day Rollo did not seem very well, and then he did something he had never done before—he ran away! He was away three days, while they searched for him in vain, and when he returned he looked sick and unlike himself. He cowered when he was spoken to, and seemed suspicious and irritable.

"I thought boys must have been chasing and scaring him," finished Molly.

Mrs. Robinson, who had come into the room while we were talking, took up the narrative at this point.

"The dog wouldn't eat or drink," she said. "He seemed queer. So we thought it best to send for the vet. And what do you think the vet said—I nearly fainted! He said the dog had rabies. 'In January?' I exclaimed. 'I thought rabies was a hot weather disease.'"

"Nothing of the sort," I interrupted. "Weather has nothing to do with it. Rabies come from the bite of an infected animal and nothing else—or, to be more accurate, from the saliva of an infected animal. Licking is enough if you happen to have an abrasion of the skin or of the mucous membrane."

"Well, I've learned better now," said Mrs. Robinson. "And I've learned other things, too. It seems that Rollo's running away like that was a suspicious sign."

"Yes, in a dog not given to roaming," I agreed.

"And the vet said," continued Mrs. Robinson, "that mad dogs are not really afraid of water, as people think, but

their throats are paralyzed so they can't drink, or hardly at all. And that is the reason, too, he says, why they drool; they can't swallow their saliva."

"Very true," I replied. "But what happened next?"

"The vet and Jack got the dog into the cellar, and built a sort of enclosure round him, because the vet said he was not absolutely certain yet. But the next morning, when Jack went down early, Rollo had gone perfectly crazy; growl-



ed and tried to fly at Jack, but . . ."

"The furious type," I commented. "There's a quiet, paralyzed type, too, you know." But Mrs. Robinson went on without hearing me.

"Jack rang up the vet at once, and he came right over. Then the two of them—this was before I was up, or I never would have allowed it—opened the enclosure. Jack had put on heavy gauntlets, and he managed to catch hold of Rollo behind the head without being bitten or scratched. The vet stuck a hypodermic needle into the dog's leg, and it was all over just like that, Jack says," and Mrs. Robinson made a gesture of finality. "Rollo dropped right down."

"Poor Rollo, we all feel dreadful," said Molly. "Nancy is crying her eyes out."

"Are you certain he did not snap at any of the children?" I asked with

some anxiety.

"Indeed, Doctor," replied Mrs. Robinson earnestly, "I looked thoroughly over their arms and hands and legs—I wouldn't trust them to look themselves—but I couldn't find a scratch anywhere. And the children all swear that they did not even touch the dog after he came home."

"What would you have done if he had bitten us, Doctor?" asked Molly.

"First of all, young lady, as soon as I had cleansed the wound, I would have cauterized it with fuming nitric acid; not a very pleasant experience for the patient, but quite necessary. Then I would have seen that the dog's head was packed in ice and sent to the state laboratory for examination. If they found there that he died of rabies (for he was close to death when he became delirious), whoever had been bitten would have had to take the Pasteur treatment."

"Well, thank goodness, no one was bitten," said Mrs. Robinson with a big sigh of relief. "But another time we put any sick animal right away in a place by himself."

"That is the only safe thing to do," I agreed.

As a matter of fact, we are all too prone to feel that what happened in this case is not likely to happen to us. But it is well to realize that most of the deaths due to rabies are among those under twenty years of age. Children love pets, and children are careless.

The Robinsons took a chance in not taking it more seriously when their pet began to act queerly. Running away is only one sign. Any unexplained change in disposition should be investigated.

Next Month:
NANCY IS
CONVALESCENT



FOR THE AGE OF INNOCENCE

by Barbara Schwinn

THE color array found in the young people's shops or departments is rivaled only by Mr. Rainbow this season! Flashing blues, cherry reds, Renaissance purple, viridian green, autumn-leaf brown, copper, gold, and coral are among the colors of the vivid new collections. No longer must your child look drab in navy blues or dull browns year after year, for you may now find suitable garments and even accessories in becoming gay colors.

Designers for children must have been marvelously inspired, for not only the colors but the cuts and ideas are radically new. Many dresses are now made with real personality and dash; and, marvel of marvels, they even aim to flatter mere babes! There are cunning little short jackets, jaunty hats with plenty of originality, dresses that fit and flare, necklines that frame the face (instead of cutting off the neck), sweaters that are long of sleeve but short of waist, so that one no longer resembles a potato sack, and even sport clothes that are not only designed for comfort, but are also very, very chic.

When purchasing your daughter's

wardrobe keep her coloring and complexion in mind, just as you do your own; and think of her as growing into a woman, educating her tastes, choosing her entire costume in good taste, and matching with care her accessories. The young react noticeably to coloring and your job should be an easy one this year.

End-left:

A Tartan costume of hat and bodice skirt has been copied from authentic Prince Charlie or Campbell patterns. It is so spirited and cunning that you won't be able to resist it. The velveteen bolero jacket has a dashing cut, fitted above the waist, and may be found in lovely colors matching one of the shades of the plaid. 7 to 14.

Second from left:

For the bicycling-minded miss, a divided skirt will be received with great joy. It may be worn to school without fear of criticism, for it is very full and the trouser effect is not noticeable. How much better not to have a skirt riding up or catching in the pedals! It may be found in wine red. The cerulean blue sweater has small lines of wine-colored wool decorating

the neckline. A matching tam with a blue pompon finishes off this very smart sport outfit. 8 to 16.

Center:

A beautifully fitted sweater dress that will not stretch or shrink, if properly cleaned, is made in a lovely gold color. The bands of purling at the neck, waist, cuffs, and edging the sweater and skirt are of a deeper shade—a golden brown. The buttons are also of this contrast. The sleeves are puffed, amply long, and may be turned up into cuffs if desired. 8 to 16.

Second from right:

A princesse dress of viridian green (blue green) broadcloth, piped in tomato red with white collar and cuffs scalloped in red and viridian piping. It buttons down the front, making it simple enough to allow even the very young miss to dress herself. Made in sister sizes, 3 to 6, and 7 to 12.

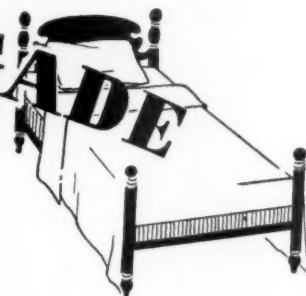
End-right:

A coral-colored silk of box pleats. Comfortably loose yet beautifully fitted over shoulders and around the hips. Something different for the party dress. 7 to 14.

THE BEDDING BRIGADE

Presenting Facts Which the
Homemaker Should Know When
She Restocks the Linen Closet

by Sue Klapper



WHEN January rolls around it brings to some homemakers a consciousness of linen closet replacements and needs. Through the piles of sheets and pillow cases we go. We inspect the heap of extra blankets and comfortables. Even pillows are more thoroughly looked over than heretofore. After all, even these long-wearing friends aren't supposed to last forever.

Well, the inspection is over. Of course we have made notes of needs and added a few items that may be termed "extra indulgences." Yes, some of the stacks look as though they could

She takes a haphazard plunge into the abyss of the top bedding markets. Possibly the sales clerk is reliable and will give intelligent aid. If, on the contrary, this woman runs into a so-called "order taker," she runs the chance of being led into a bad bargain. Price will be attractively flaunted while proper sizes, and perhaps quality, will be overlooked.

With all this in mind, a simple guide follows which will give you an outline of what to look for when shopping for sheets, blankets, comfortables, and bed pillows on a basis of economy, without either wasting your own or the sales clerk's time.

WHAT TO LOOK FOR WHEN BUYING SHEETS

Closely woven texture.
Smooth, linen-like finish.
Proper length.
Straight, even hemming.
Firm selvage.

Sheets and pillow cases come in for the largest and most frequent replacement, so a little time will be taken to analyze this goods and the service it renders the homemaker. Sheets are usually thought of as a prosaic household need. With a greater civilization the refinements of our homes brought with them this type of hygienic bed covering. Today the homemaker would not do without sheets, yet they are put in a relatively unimportant place in the equipment of the home. To many women a sheet is just a sheet, but the fact remains that sheets not only contribute to our health, relaxation, and comfort during sleeping hours but they likewise protect the bed and the bedding with which they are used.

It is not an extravagance to supply our homes with the highest quality of sheets and pillow cases that we can afford. They are used constantly; and, with complete changes in bed linens

made at least once a week, our homes need to be supplied with a sufficient quantity. Six sheets for each bed are none too many; two sheets on the bed, two in the wash, and two on the linen closet shelf.

Sizes, as mentioned in store advertisements, are, with few exceptions, "torn sizes." That is, the measurements given are those before hemming. In taking measurements for the new supply of sheets, always bear in mind that most sheets shrink about four to five inches in length. In the width, however, there is a negligible amount of shrinkage.

The standard bed today is seventy-eight inches in length, taking a seventy-five- or seventy-six-inch mattress. The depth of a mattress is from five to seven inches. A properly made-up bed should have a tuck-in on all four sides of the bottom sheet of at least ten inches. Twelve inches make



take us through another year, but I venture to say that in those tall heaps there are many a mend and thin place. And have you made a note of how low some of the other stacks have run? Well, we shall play safe and get sufficient top bedding so that we can lay aside this part of our household duties for another year or so.

Now there are many women who start out on a shopping tour for top bedding in a most impractical manner. No record of sizes is made; nor of actual needs. The average woman shops for these things so infrequently that she is apt to lose track of the very guides that will simplify this task.



an even better tuck-in. The top sheet, when securely tucked in at the bottom, should have a turn-back of fifteen to eighteen inches, or what is termed "arm's length." A bed made up this way will protect both the mattress and other covering from undue soilage and perspiration and give the greatest

HOUSEHOLD HINTS

amount of comfort. Of course a washable bed pad, full size of the mattress, is another protection to the mattress.

Sheets vary in width from fifty-four to ninety inches and are made in three lengths, ninety inches, ninety-nine inches, and 108 inches. Manufacturers, having made a study of the proper sheet lengths, recommend 108



inches as the most satisfactory length. In fact, in some states the law requires hotels to use this size.

SHEET SIZES FOR BEDS

36- to 40-inch beds..	63-inch width sheet
twin beds72-inch width sheet
double beds81-inch width sheet
extra wide90-inch width sheet

Without going into technicalities of weaving, let us see what the stores mean when they occasionally advertise "standard counts" or "standard construction." When a "64 square" is mentioned, that denotes that the sheet cloth has been woven with sixty-four threads, each way, to the square inch. A "68 by 72" or "68 by 76" indicates that seventy-two or seventy-six threads have been woven in the filling (weft, which runs across the cloth) and sixty-eight threads are contained in the length of a square inch (lengthwise threads are called warp threads). The latter, that is, "68 by 72" or "68 by 76," construction is considered about the most practical muslin sheet, as to both cleanliness and length of the staple, providing it is constructed of uniform cotton.

Of course there have been, and will continue to be, offered to the consumer a vast amount of so-called "sub-standards." These are sheets made with sixty threads, and even fewer, to the square inch, each way. It is advisable to avoid this quality, for it gives limited wear. These "sub-standards" are purchased on a basis of price only and not

economical wear. So beware of the cheap sheet! Sizing (foreign loading) gives a stiff finish and makes the sheet look closely woven; but washing leaves it limp and sleazy. Rub a corner of such a sheet to test it. If a considerable amount of so-called "starch" shows up, avoid this sheet.

In percale sheets there are two recognized "counts": "84 by 92" and "96 by 108" threads to a square inch. A reliable store will inform you correctly as to which is which. The former is not recommended for long wear but has a quality appearance and finish. The latter is the best quality cotton sheet made and *when laundered at home* will outwear the ordinary muslin sheet. Percale sheets will not wear well when laundered with the chemicals that most commercial laundries use. Percalés are the highest grades of muslins, being made of the finest, long-stapled cotton yarns. They have an almost silky feeling and a fine linen finish. Aside from the luxurious appearance of this type of cotton sheet, with proper care it should pay for itself long before it wears out.

For instance, when laundry is done at a *reputable commercial laundry*, an ordinarily good muslin, "standard count" sheet, if given twenty-six launderings a year, should endure for six years; that is, 156 launderings. The average weight of this sheet is about 1 1/4 pounds, while a good percale sheet weighs 1 1/4 pounds. If flat work is done by the weight, at eight cents a pound (it may be higher, but this price is taken as a measuring scale), then four cents is saved on each percale sheet for laundering. In 156 launderings \$6.24 is saved on the flat work of a percale sheet—against standard muslin sheets at the end of six years and all the while you have the use of the finest in bed sheets.

About 90 per cent of the wear and tear on sheets takes place through the laundering of them.

While you should always note if the selvage on a sheet is firm and closely woven, remember that so-called "ribbon selvages" are chiefly used as a style feature. They add materially to the beauty of the sheet but most selvages on sheets, as they are constructed today, offer sufficient wearing protection to the sheet and will wear in proportion to the remainder of the sheet.

Let us not overlook entirely the luxurious linen sheets. While the average woman finds these out of her buying

class, still it is well to know that they do absorb perspiration more readily than cotton. They definitely come under the heading of luxury from both the angle of the initial purchase and the upkeep.

Just a word about pillow cases. Get them to match your sheets, of course. Buy them sufficiently long to give a substantial hangover on the pillow, and wide enough so that they won't crowd the pillow. The standard size of a bed pillow is twenty-one by twenty-seven inches. For this size pillow the pillow case 45 by 38 1/2 inches is correct. The other "standard size" of pillow case is 42 by 36.

WHAT TO LOOK FOR WHEN BUYING BLANKETS

Springy, soft wool.

Strength in under-construction.

Strong nap.

Quality of binding; sewing.

Accurate size.

"Wool" or "Part Wool" (with percentage) on label.

Clear colors.



Blankets are second in line for replacement in top bedding. A well-constructed wool blanket will, with normal care, last for many years. As the usual simple tests for wool may not always be wholly satisfactory, it is advisable to do your blanket shopping at a reputable store. Most of the nationally advertised brands will give satisfactory wear in accordance with price. Wool is graded into so many classifications of qualities that are not evident to the average person that an infallible guide would be impossible without going into lengthy technicalities.

However, when buying blankets today one not only considers the quality but also the color and style. These important features help to complete a harmonious (Continued on page 35)

Youth and the Modern World

by AUBREY WILLIAMS

"I CAN'T help believing," a man remarked to me the other day, "that if any young person really wanted to earn a living or earn his way through college, he could get a job or make a job for himself. Why, when I was a boy. . . ." And then he went on to tell me how, by using a little ingenuity, he managed to scrape together enough money to go to college. But all that was twenty-five years ago. The world has changed all too considerably since then. Our industrial system has become tremendously intricate. The tasks of both white-collar and manual workers have become highly specialized. Technological unemployment has alarmingly increased. As recent statistics show, business is now picking up in volume without necessitating a corresponding pick-up in the numbers of those employed. Yet there are plenty of men and women—fathers, mothers, and teachers—just like my friend, who are still thinking of the present in terms of the past. Their ideas were formed in a prosperous era. And they have not, apparently, even attempted to keep abreast of social and economic development and thought.

It is, I believe, especially important for every one responsible for the molding of the mental and spiritual environment of youth to have a true picture of the modern world. It is not only intellectually dishonest to give young people the idea that "all's well with the world" and that work opportunities for young people with a little ingenuity are plentiful, it is dangerous. Young people who have been filled with such ideas will have an exceedingly hard time making the necessary adjustments to the bleak and unpromising realities. Both distrust in their parents and teachers and bitter rebellion against their "unjust fate" may be engendered.

There is no use trying to get away from the fact that for some time to come young people graduating from school and college must be faced with a great dearth of opportunities—above all in private industry—to get ahead in life. There is no use trying to dodge the fact that 70 per cent of our people

must, under present circumstances, live below what is held to be a minimum standard of living; that nearly half the national wealth is concentrated in the hands of less than 2 per cent of the population. These facts are stubborn and irreducible. And no person charged with the responsibility of guiding youth can afford not to take them into account.

It is therefore a distinct disservice to young people to attempt to impress upon them that their self-reliance and initiative will be seriously damaged if they take advantage of job and educational opportunities created by the government. Why is it any more damaging to a person's self-reliance and initiative to take advantage of government-created rather than private-industry-created opportunities? As Dr. John W. Studebaker, Commissioner of Education, so clearly pointed out in his editorial of last month, "self-reliance and individual initiative are destroyed by the lack of opportunity to exercise them."

The National Youth Administration has been established to make up for the great dearth of opportunities. Needy young people between the ages of sixteen and twenty-five are being given a chance to earn their way through school and college and to obtain jobs and job experience.

Let us look first at the educational program. With the present scarcity of jobs even those chores and odd jobs once available to students have virtually disappeared. Furthermore, as President Butler of Columbia University pointed out not long ago, the funds from private sources for scholarships are rapidly drying up. This means that the educational opportunities of needy young people are becoming slimmer. The National Youth Administration's educational aid, however, puts needy young people more nearly on an equal footing with others of their own age. And by keeping young people longer in school and college, it also considerably diminishes the number of those seeking work. More than half the appropriation has therefore been allocated to create part-time jobs for some

300,000 students and thus to enable them to continue their education.

This, however, leaves the majority of needy young people unaided. They cannot, obviously, be taken care of through the already overcrowded classrooms of the country. And, in any event, further schooling wouldn't solve the problems of many of them. They need jobs or job training. But private industry is in no better position than the schools and colleges to absorb these young people.

For this reason, opportunities to obtain work and work experience are also being provided by the National Youth Administration—largely through work projects. These projects are roughly of four kinds: community development and recreational leadership, rural youth development, public service, and research. In addition, certain young people will get part-time work on regular WPA projects. By means of carefully supervised apprenticeships, other young people are being placed in private industry.

The policy is thus not to shield young people from the normal hardships of life, but rather to attempt to open up for them more nearly the opportunities they are entitled to. Nor is it the intention to make youth a privileged class. The National Youth Administration is simply giving a rather limited number of needy young people opportunities to help themselves. They are entirely free to make of these opportunities what they can and will.

This is the modern approach to a modern problem. Because youth has seldom before been faced with less in the way of opportunities, there has never been anything quite like this before in the history of our country. Many misconceptions as to our program have therefore arisen which must be cleared away.

The National Youth Administration is trying to meet the challenge presented by the problems confronting our young people. It is trying to establish their feet on firmer ground so that the hardships they must endure will not shake their faith nor break their morale. Only with the cooperation of such groups as the National Congress of Parents and Teachers in enlisting the intelligent interest and help of other people in the community can this end be fully achieved.



For 1936: a new outlook on life

THIS is a message to people who have been turning their backs on a very good friend the whole year long.

That friend is a *symptom*—some sign of disturbance within your body, that has been trying to say to you: "There's something wrong. May be trouble ahead. *Do something about it.*"

Why carry the mistakes of the old year into the new? Why let the neglect of the past throw a shadow over your hopes, and plans for the future? Before the new year dawns, *do something about that warning. Do the intelligent thing—see your doctor.*

He is the one person who can say whether your trouble is a trivial one

—or whether it may, if left uncurbed, seriously affect your success and happiness in years to come.

Perhaps these past several disturbing years have drawn your nerves taut, or lowered your general resistance.

Perhaps the years have contributed too generously to your weight, thus putting an unfair burden upon your heart. Or perhaps an examination will reveal some functional disorder which is capable of reaching serious proportions if neglected. Let your physician decide what ought to be done.

And if he finds only some minor ailment, which will yield quickly to

treatment, you'll have the thrill of getting a good bill of health from the one person who can give it. What a start for a bright new year—to be able to walk from your doctor's office, head high, unafraid, to face 1936 with the invigorating knowledge that you have the physical equipment with which to fight for the things in life you want most!

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In writing to advertisers, please mention The NATIONAL PARENT-TEACHER MAGAZINE

LITTLE MISCHIEF-MAKER

(Continued from page 13)

the jar]." All sorts of gentlemen's agreements as to family harmony had vanished into limbo since Renée had become a problem.

To me the terrifying thought was that I was pretty sure that she knew she wasn't playing fair; that she enjoyed making us squirm, and was thrilled at our resentment.

As so often happens, the threatened clash of wills vanished, as hungry little girls ate strawberries and yellow cream, poached eggs and pecan rolls.

Deirdre, asking to be excused, rubbed a satin cheek against mine, and murmured, "M-m-m, nice Mummy." I felt a warm glow of responsive love toward this child who made so little trouble; and as quick a surge of resentment replaced the warm feeling, when I felt Renée's strangling bear-hug about my throat, from the other side. It was in my voice as I struggled to free myself from the suffocating embrace.

IN that moment, when I cried, "For goodness sake, Renée, stop it!," it all came clear. Perhaps it was a stillness about her as she dropped her arms and stood there. Or was it the deeply hurt look in the blue eyes before she hid them behind the dark curling lashes? But suddenly I knew what the trouble was.

Just a little girl hungry for love and attention, and understanding, imagining, perhaps, that I loved her sisters better, or thought they were prettier or better behaved. And I had been too blind to see, all these months, what was happening.

The books were right. Renée was an individual, designed according to a certain pattern. Just lately she had been learning to be jealous, envious, and possessive. But somehow I knew we were going to change all that, as I saw her forgiving smile and caught her contented sigh when I held her close, and told her that her Daddy had gone away on a trip, so she could sleep in my room tonight.

Realizing that no doubt the misunderstanding between us was mutual, I felt thankful that there was still time to recapture many things. Just a little more patience, a little more tolerance, mixed with plenty of love, would turn the trick.

And it did. It was not long after that that Renée cuddled up to me one evening as she came to kiss me goodnight.

"We're a very happy family, aren't we, Mummy?"

"Indeed we are, dear."

"I guess it's because we all love ourselves so much, don't you suppose?"

IT'S UP TO US

What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON

Mother: I want Clara changed to another room. She says her teacher finds fault with everything she does.



Mother: I've come to talk with you about Susan. She is very unhappy. What do you think is the difficulty?

Susan is more apt to get along well in school

Because

Her parents cooperate with the school. Clara's mother, instead of getting at the source of the trouble, listens to only one side of the question and places the entire blame upon the teacher. Clara is not learning to adjust to people and to get along with them. She is developing self-pity and the habit of hiding behind her mother's defense of her. Susan's mother, understanding the ease with which children can distort situations or at least misunderstand them, does not jump to conclusions. She waits to hear the teacher's side of the story; she sees the value in talking the matter through with the teacher so that, whoever is at fault, she and the teacher can decide together what to do about it. Susan is learning that there are two sides to every question. She will begin to see herself through the eyes of her teacher and perhaps of her schoolmates. Perhaps she will see ways in which she is causing her own unhappiness. Not only will this help Susan get along better in school but she is more apt to be happier in all her everyday contacts.



HE CAN TAKE IT!

Winter, with all its hazards, holds no terrors for this husky young sportsman. Or for his mother. For seven years, she's given him the kind of care—selected the kind of foods—that help build healthy bodies, sturdy bones, strong muscles.

In her selection, canned foods have aided immeasurably. Beginning with pureed infant foods in early babyhood, canned foods have helped her meet vitamin and mineral requirements all during these critical years. For canned foods are *sealed-cooked*—cooked within the can after it is sealed—a process that conserves in high degree important food essentials.

One of these essentials is Vitamin C. When

you cook fruits and vegetables in an "open" vessel (as you must when you cook at home) Vitamin C is liable to destruction by oxygen in the air. But in canning, this vitamin is greatly conserved by cooking in a sealed container instead of an open vessel.

Canning also conserves other important food values. Certain soluble minerals and vitamins—in this instance, Vitamins B and C—may be partially extracted from foods during cooking. In home cooking, these food essentials may be lost if the cooking water is discarded. In canning, foods are sealed-cooked in a *limited* amount of water—thus soluble food factors extracted during cooking remain within the can.

Home Economics Department

AMERICAN CAN COMPANY

230 Park Avenue, New York



The Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Committee on Foods of the American Medical Association.



WHAT PRICE A COLLEGE EDUCATION?

(Continued from page 7)

colleges have gone up, even in the past decade; the cost of food has multiplied; dormitory accommodations have increased in rentals and have decreased in floor space; and yet the demand for a college education is ever increasing.

A college education as we think of it today includes many plans, innovations, and varieties of universities, colleges, and institutions. The four-year liberal arts college has survived throughout the years offering the arts and science curriculums and awarding the bachelor of arts or bachelor of science degrees, giving no thought to graduate courses, but sending graduates who plan further education to the graduate schools for masters' and doctors' degrees. The older universities were once liberal arts colleges which increased their offerings, added professional schools, and became departmentalized; but each retained the liberal arts college as its core. The difference between a college and a university is not yet well marked; some universities are in reality only colleges, and some colleges have sufficient departments and facilities to be known as universities if they so chose.

The professional schools which are independent of any university specialize in particular subjects, or groups of subjects, without offering liberal arts work. To this group belong the technical institutes, music conservatories, and independent schools of law, medicine, theology, and miscellaneous professional schools.

The teachers colleges are mostly state controlled institutions which specialize in training teachers for the public schools. These are four-year degree-granting institutions.

The junior colleges, about five hun-

dred of them, generally offer the first two years of liberal arts work, often supplemented with vocational courses. Students who are working for degrees must transfer to four-year institutions for their third and fourth years since junior colleges do not offer degrees. Students in the local public junior colleges usually live at home; their only expenses are tuition and books, and sometimes, particularly in the West, these are free.

With some 1,800 institutions of higher education to choose from, it is little wonder that the unguided and unadvised student is bewildered when he tries to find a college that will suit both his needs and his budget. There is a college for every profession, and for every pocketbook. Unquestionably some colleges and universities are outstanding by reason of large endowments, superior professional training, or selected faculties, but there is a standard college within reach of most students and not far from home. The wise student will therefore save travel expense by choosing a college near home.

THE cost of college cannot be stated simply. No one figure is adequate to show the minimum cost of going to college. By averaging minimum costs in 469 liberal arts colleges, the minimum expense of the freshman year is found to be \$540, but when we examine the costs by types of institutions, a wide range of expenses is evident. By minimum expense is meant the actual amount of money that a freshman needs in college to cover tuition and fees, the cheapest room and board, and other absolute necessities. To this figure each student will add whatever amount of money he or she feels that must be spent for clothing, entertainment, and other personal requirements which are not a part of college life.

Fortunate is he who is able to go to market and buy without regard to the price tags. It is assumed, however, that those who read this article are interested in price tags, and while this is only one minor phase in the selection of a college, nevertheless it is important to many students who are obliged to stretch the dollars.

If we arrange different types of institutions by their average minimum costs in menu fashion, the following is the result:

THE COLLEGE MENU

MEN'S COLLEGES

Junior colleges—denominational (13).....	\$393
State colleges and universities (6).....	475
Colleges and universities—denominational (21).....	570
Roman Catholic colleges and universities (50).....	605
Colleges and universities—endowed (18).....	818
Junior colleges—private control (9).....	900

WOMEN'S COLLEGES

State colleges and universities (8).....	257
Junior colleges—denominational (39).....	501

Colleges and universities—denominational (32).....	548
Teachers colleges—private control (5).....	569
Normal schools—private control (32).....	593
Roman Catholic colleges and universities (58).....	651
Colleges and universities—endowed (29).....	901
Junior colleges—private control (39).....	993

COEDUCATIONAL INSTITUTIONS

Junior colleges—public (students live at home) (188).....	50
Normal schools—public (56).....	277
State teachers colleges (138).....	290
Junior colleges—denominational (78).....	324
State colleges and universities (80).....	377
Colleges and universities—denominational (212).....	431
Roman Catholic colleges and universities (9).....	590
Colleges and universities—endowed (75).....	600
Junior colleges—private control (17).....	676

Note: It must be remembered that the above costs are averages only and are consequently characteristic only of institutions in the middle range of expense; some are higher and some are lower than the averages shown. The numbers of institutions entering into the average are shown in parenthesis.

From this array, it is clear that in general expenses are lowest in the coeducational institutions, that is, in the colleges and universities that do not separate classes for boys and for girls; occasionally, however, such institutions maintain coördinate colleges for men and for women where classes are separated. Men's colleges and women's colleges usually charge higher rates both for tuition and for room and board.

Whether it is better for a boy to attend a college for men, or a girl to attend a college for women rather than a coeducational institution is a matter for debate. It usually appears that a graduate of any college is for or against coeducation depending on whether or not his alma mater was coeducational. Since there are two and a half times as many coeducational institutions, it would appear that the preponderance of opinion favored this type of education. During the depression a number of men's colleges have admitted women for the first time, and some women's colleges have turned coeducational in order to bolster up toppling budgets.

State Teachers Colleges. Tuitions are free to state residents in eighty-eight state teachers colleges, but "fees" are usually charged, except in four, varying from a few dollars up to \$92 in Pennsylvania, so that the typical charge for both tuition and fees in 133 institutions is \$40 (median) for students who are residents of the state in which the college is located. Those who do not live in the state usually are charged additional amounts; forty-four charge non-state students up to \$50; twenty charge from \$54 to \$75; thirteen charge from \$90 to \$160; and twenty-five charge \$200 or more. Charges for room and board vary with localities, whether a campus is located in a large city or in a village, whether in a northern climate or in the South, and according to supply and demand factors. These charges are least in Alabama, Kentucky, Minne-

sota, North Dakota, Tennessee, and West Virginia, where rates vary from \$135 to \$180 in thirty-six institutions. Twenty colleges in different parts of the country charge from \$189 to \$222 per year for meals and room. In twenty-three colleges, largely in Pennsylvania, Illinois, and Texas, charges vary from \$225 to \$252. In fifteen others, mostly in the East, rates are over \$270. Thirty do not provide board and room, but depend on the local communities to house students who do not live at home. Of the degree-granting institutions, the cost is least in the state teachers colleges.

State colleges and universities. Each state maintains at least one state college or state university which is tax supported and controlled by the state. These institutions aim to keep student expenses as low as possible. Tuitions are often spoken of as "free," but when "fees," "annual fixed charges," and other extras which all students must pay are totaled together, tuitions are seldom free. Generally there are two rates—a low one for students who live in the state, and a higher one for out-of-state students. Rates for state residents in ninety-four institutions average \$79 in forty-five institutions and are "free" in others, but when tuition and fees are considered together, state students pay a typical amount of \$75 (median) per year, although two are really free, twenty-seven are \$50 or less, and twenty-five are \$100 or more. Non-state residents are charged these same amounts plus an additional non-resident fee which averages \$123. The cost of board and room in sixty-nine state institutions average \$231 per year. Every student should be prepared to pay at least \$377 for his freshman year at a state university. This is an average figure and represents institutions in the middle range of expense. The least expensive institutions are in Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Washington, and Wyoming. Those requiring \$500 or more are in California, Delaware, Maine, Maryland, Michigan, Minnesota, and Vermont.

Denominational colleges and universities. Nearly half of the higher educational institutions of the United States are supported or controlled by religious bodies. The object of such a college is often "the promotion of sound learning and education under religious influences." Minimum expenses, including tuition, board, and room, vary mostly between \$400 and \$500; those less expensive are in Illinois, Indiana, Iowa, Kansas, Michigan, Mississippi, Missouri, South Dakota, Tennessee, Utah, and Washington. Those more expensive are in California, Illinois, North Carolina, Pennsylvania, (Continued on page 30)



"SOMEDAY"

"SOMEDAY" is a word which is woven into the dreams of all of us. It is the most hopeful and the most tragic word in the language.

The father takes his son on his knee and tells him, "You bet you're going to college . . . someday!" The young man shows his bride a home and says, "We'll have a place like that . . . someday." The boy behind the counter thinks, "I'll have a store of my own . . . someday."

But will they? Only if they realize that these things require money . . . and that the accumulation of money is an art for which few people have the necessary talent.

The years to come will see, as always, homes that were never purchased, sons and daughters who couldn't complete their educations, men who are still employees instead of employers, old people who are dependent upon the affection of others for the necessities of life.

Tragic? Yes, doubly so when you realize that every man who has fifteen years of earning power left . . . even a moderate earning power . . . can make a financial success of his life.

There are two simple factors involved. One is persistence, and the other (the mighty one) is time.

Ask a representative of Investors

Syndicate to show you how small sums of money put aside *regularly* can, through the power of compound interest, return to you at the end of fifteen years \$5000, \$10,000, \$25,000 or more.

Ask him to show you how this money will be protected during these years—by an institution which has mastered, and will apply for you, the best rules of finance as American history and financial experience have developed them.

Ask him to explain thoroughly this plan of "*Living Protection*," and why it encourages you to stick to it.

See him at your earliest convenience. And in the meantime, write to Investors Syndicate, Dept. NPT-61, Minneapolis, Minn., for information which points the way to your future security.

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WHAT PRICE A COLLEGE EDUCATION?

(Continued from page 29)

Tennessee, and West Virginia.

Endowed colleges and universities. The privately controlled colleges and universities are usually endowed and include many of the older well-known institutions of the East. The colleges for women are most expensive where tuitions average \$341, board and room charges \$510, and minimum expenses about \$901. Men's colleges closely parallel charges in the women's colleges as indicated by the following averages: tuition, \$337; board and room, \$326; and minimum expense, \$818. The chief difference is the cost of board and room; women pay more than men, probably on account of better service. In the coeducational institutions tuition alone averages \$245, but seven are under \$200 and four are \$400 or more (Maryland, New York, Pennsylvania, and Rhode Island). Fees of about \$28 are usually charged for student activities and library and locker privileges. Board and room average \$280. An economical student must pay at least \$600 for his first year. The typical student in an endowed college usually spends close to \$1,000 for a single year.

Student aids. The story of the cost of college would not be complete without mention of student aids. Some students are successful enough to be awarded scholarships which reduce college expenses. Student loan funds are often available in college, particularly among the endowed institutions where expenses are highest, and many outside agencies (including the Congress of Parents and Teachers in a number of states) lend money to college students to be repaid after a time. The federal government does not lend money of any description to college students.

Working one's way through college is a time-honored method of reducing expenses. Before the depression, over a third of all students helped themselves by working part time while in college. Since then the proportion of students has increased greatly. By a new experiment first tried in the spring of 1934, the federal government made funds available for a program of part-time employment for college students. Last year, with \$14,000,000 allotted to 1,482 non-profit making colleges, about 100,000 college students earned up to an average of \$15 per month on part-time work projects. Again this fall funds were made available through the National Youth Administration; they end with the spring term of college, in no case later than June 30, 1936, and are used to pay students for doing socially desirable work. The principal objective of using these relief funds

for student aid is to increase the number of young men and women going to college.

Is a college education worth the price? Many would like to know the money value of a college education, but this is undetermined and will probably never be known, since we are unable to compare identical students in different educational and social strata under the same economic conditions. Few figures concerning the financial rewards of college are available. A 1935 study from Purdue University reveals that from a group of 2,140 graduates from the classes of 1928-1934 inclusive, the average beginning salary of the class of 1928 was \$1,843 for men and \$1,371 for women, while similar figures for the class of 1934 revealed \$1,225 for men and \$933 for women. Eighty-nine per cent of the graduates were gainfully employed and two-thirds were in occupations for which they were specifically trained at Purdue; 10 per cent obtained their first employment prior to graduation, 39 per cent within two weeks after graduation, and 24 per cent within three months after graduation.

Purdue is a land-grant institution supported by taxes and funds from state and federal sources. Some other college surveys show larger average salaries, especially when influenced by a greater proportion of well-to-do students, many of whom use Dad's business to solve employment problems.

Few educators stress the financial side, since the return of college is reckoned in other values. College brings out latent qualities in the student through competition, stimulation, and inspiration. The intellectual capacity of the student who undertakes a college education has much to do with the values received. These values depend on the individual, his ability, his application to work, the vocation he chooses, his standard of living, and what he considers essential for that elusive attainment we call success. Some of these values are pointed out by William De Witt Hyde in the familiar classic:

To be at home in all lands and all ages; to count Nature as a familiar acquaintance and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's own age who are the leaders in all walks of life; to lose oneself in general enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen; and to form character under professors who are Christian—these are the return of a college for the best four years of one's life.

EATING AND SLEEPING

(Continued from page 19)

is not as simple as that. The rate of circulation and the secretion of gastric juices are much slower during sleep, so that the food chosen had to be such that it did not ferment quickly or require large amounts of gastric juice for digestion.

Accordingly, two types of meals, or lunches, were used with the subjects. Children were included in the study because hunger pangs are more marked with them. For the light, "easy to digest" meal, corn flakes were used, while a variety of foods, especially those rich in hemicellulose, were used for the "hard to digest" meals.

In tabulating the records the first half-hour was not included, since an unknown amount of being awake is included in this period. Three categories were used: (1) sleep on nights after their regular evening meal; (2) after an evening meal with cereal and milk as the principal dish, accompanied by varied but always "easy to digest" accessories; and (3) after a "hard to digest" meal made up principally of foods (a) slow to digest, (b) producing flatulence, and (c)

foods that were diuretic.

Children made most movements during the night when they had the "hard to digest" supper; next most after their regular supper; and fewest on the nights when corn flakes were the principal dish of the evening meal. After the heavy meal they moved 19 per cent more than when their regular meal was eaten; when the cereal supper was eaten, they moved 26 per cent less than after the "hard to digest" meal. The significant thing, however, is that after their regular evening meal, their movements were 14 per cent more numerous than during the cereal supper nights.

This naturally suggests that the usual evening meal for children tends to produce gastric distress during the night and affect the quality of sleep. Furthermore, all the children gave the same results, differing only in magnitude. Since the bedtime hours of children, practically without exception, follow closely on the evening meal, it is apparent that the food eaten at the last meal before retiring has a marked effect upon the quality of

their sleep. And it is obvious that the wise mother will not only scan her child's weekly diet for balance, but also see to it that the evening menu will omit foods that would cause gastric distress.

If a child is either emotionally overwrought or overtired physically, the quality of sleep is naturally going to be affected. Sometimes a warm beverage, such as a food concentrate dissolved in milk, will help to calm and relax and induce sleep more readily. But care should be taken that it is readily digestible, and rich in carbohydrates.

Another method of combating difficulty in going to sleep is to give the child a warm bath. There should naturally be nothing too exciting to the child at bedtime.

There is also a closer connection between loss of sleep and diet than has hitherto been realized. Although it is generally recognized that continued loss of sleep brings loss of weight, loss of appetite, general nervousness, irritability, and a lack of spontaneity, there is a widespread belief that moderate sleep losses may be borne without ill effects. This idea is not supported by tests. It has been shown, rather, that the principal means of relieving the ill-effects of necessary sleep losses is through the ingestion of generous quantities of the carbohydrates again, as well as rest, of course, and the avoidance of fatigue.

SUMMARY

THUS we find that diet, fatigue, and rest are closely inter-related, that fatigue is harder on children than it is on adults, and that diet plays a very large part in warding off overfatigue and aiding in the time of recovery. We find that not only is a proper balance of nutritional elements and quick energy foods essential, but also, an adequate supply of them. We find that both the quality and the quantity of sleep are affected by diet, and that diet even aids in the recovery from loss of sleep.

If your child complains of fatigue, does not appear to be sleeping as well as possible, or look properly rested, and the environmental conditions seem to be right, look to the diet. It is almost always possible to improve a child's sleep.

A good start would be the study of the evening menu. For the very young children, cooked cereals are necessary, but for the older ones, a wide variety of cereals may be used and prepared cereals with milk make good supper dishes. Milk should figure prominently. A variety of green vegetables and fruits is very necessary, and when older children are given meat at the evening meal, it should be baked, boiled, or broiled, and easy to digest.

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The CAVALCADE OF AMERICA

A Radio Program of Special Interest to Parents and Teachers

A NEW approach to American history is being unfolded in a half hour of absorbing radio drama, The Cavalcade of America. This vital radio program brings to life little-known incidents in American history that illustrate the forward march of America and the development of American character and ideals.

Dr. Dixon Ryan Fox, President of Union College, and Dr. Arthur M. Schlesinger, Professor of History at Harvard, play an important part in the selection of this unusual historical material.

Here are some of the episodes that have been used in past programs: the return of the Mayflower to England, the pushing through of the first Transcontinental Railroad, Horace Mann's part in the founding of free public schools, the opening of the Oklahoma territory, the victory of Col. Gorgas over yellow fever in Panama.

Because these vivid historical flashes light up odd corners of American history, this program is awakening an unusual interest among parents and teachers everywhere. Children, too, are keenly interested by the simple, forceful recounting of vital bits of their country's past.

A few of the many endorsements received:

Resolution of the National Council of Women. "... that a letter of thanks be sent to E. I. du Pont de Nemours & Co., Inc., for sponsoring the excellent educational series called 'The Cavalcade of America', thus providing the whole family with splendid entertainment."

Mr. Roger C. Fenn, Chairman Radio Committee Massachusetts Civic League. "Your program 'The Cavalcade of America' represents a milestone in the development of family radio entertainment. On behalf of the Radio Committee of the Massachusetts Civic League, I congratulate you."

"We recommend it especially as family entertainment and suggest that the children be allowed to sit up and hear it."—Women's National Radio Committee. "I enjoyed this program (on the Life

of Horace Mann) very much. Am wondering if a copy of the script is available. Believe I could make some use of it in our school work."—Principal of High School.

"... wondering if dialogue of same (Faith in Education) could be given by our Parent-Teacher meetings, as such a program would be an inspiration. Men like Horace Mann are needed very much in our public life of today."—Secretary of High School.

"Listened to your splendid program on the beginning of public education in America. Your dramatization tonight prompts me to ask if you have any outline from which I could work up a simple scene for my pupils to present in class."—Teacher of American History.

If you have not heard The Cavalcade of America, tune in next Wednesday from 8:00 to 8:30 P.M., E.S.T., and suggest to your children that they listen, too. We shall appreciate your written comments.

E. I. du Pont de Nemours & Co., Inc., 1010 Orange St., Wilmington, Delaware



THE FACTS ABOUT LEFT-HANDEDNESS

(Continued from page 9)

with the right hand, and do all their other work with the left hand that allows them greater comfort and ease.

One hears frequently of ambidextrous children. Who are they? This group for the most part consists of youngsters who were originally left-handers but were converted under social pressure to partial accomplishment with the right hand. As a matter of fact, these children are not actually ambidextrous because they cannot do the same operations equally well with both hands. Some ambidextrous children were forced to use their left hands for various periods because of an injury to their dominant right arm or hand. Even though they appear to be ambidextrous they are by nature and intent still right-handers.

Many children purchase their ambidexterity at a personal cost that cannot be estimated. It must be borne in mind that every one reacts to his own body organization in terms of definite feelings of comfort or tension, in terms of personal satisfaction and self-evaluation. Handedness is a factor in personality. Unfortunately, the left-handed child is subjected to a variety of unpleasant experiences that in his own mind set him apart from the mass. He begins to believe himself to be different from other children. His attention is called repeatedly to his manner of handling things. He is upbraided now for awkwardness, now for carelessness, and is told that he is lacking in muscular coordination. His physical uncertainty is frequently transformed into restlessness or irritability. In his endeavor to adjust to some of the demands of his right-handed world, he finds himself shaken by its pressures. He may become confused in thinking; he may have to talk slowly and ponderously in order to avoid making irritating errors of speech.

There may be even such marked interferences with his brain organization and direction that stuttering actually results. Stuttering and stammering are common results from the forced shifting from left-handedness to right-handedness. The obvious disorganization of the harmony of the nervous controls of the body may give rise to other serious limitations of ability. Some children find themselves surprising their parents and teachers by mirror writing, that is, producing such writing as looks like natural right-hand writing only when it is viewed upon reflection in a mirror. Even more serious, however, are some of the difficulties which arise in the acquisition of actual knowledge. There may occur difficulties in learning to read because words are reversed and confused; *was*

is called *saw*; *on* becomes *no*; *ton* is called *not*, etc. Spelling becomes an incongruous mixture of letters having little relationship to the whole world. Even letters are twisted—*d* is read as *b*, *p* as *q*, and at times *m* as *w*. These represent a few of the general difficulties to which left-handed children are exposed but which become greater hazards when pedagogic pressures seek to convert them to right-handedness, which is basically unnatural and a functional handicap for them. This does not mean that all left-handed children suffer from any or all of these difficulties, for such is not the case. I am trying to indicate, however, that there is a variety of material maladjustments to which the left-handed child is exposed when his original

tion, restlessness, and even irritability. The body must perform an increased amount of work in order to adjust to the unnatural right-handedness when it would be a simple matter for him to accomplish easily all his learning, thinking, and doing by continuing on the left-handed plane. Hence it is patent that the conversion of a left-handed child to right-handedness constitutes a definite hazard. The individual child is entitled to protection against the false importunings to ignore and reject his own native hand function in favor of an artificial substitute that social demands cannot guarantee as equally serviceable to his personality or his progress.

HANDEDNESS begins to express itself in terms of hand preference early in life. The infant, seven or eight months old, creeping about, tends to reach out with the hand nearer an object to bring it close to him. Within a few months, however, one notes that when he desires an article slightly out of reach he tends to show a preference for one hand regardless of the hand nearer the article. This is the beginning of the expression of an inner sense of comfort and ease, if not power, in using one hand as compared with the other. If there is no interference by parents or relatives, maid or nurse, the child will gradually test out his capabilities in handedness until he arrives at the conclusion that one hand is more serviceable to him because it is moved more readily, fatigues less easily, and appears to fit into his general scheme of well-being more satisfactorily than its mate. At this time his hand dominance is clearly established and he evidences the fact by appearing to be right- or left-handed, as the case may be, in his general approach to manual problems.

If the youngster prefers left-hand usage he may have to defend his choice. It is usually at this time that parental or other home pressures come into more active play. When the child attempts to grasp things with the left hand it is not unusual to have that hand slapped and the article promptly transferred to the right hand. Frequently, however, parents with ample knowledge of the facts or because they themselves are left-handed, are willing to allow their left-handed child to grow up in a natural manner; but a constant opposing pressure is brought to bear by less understanding relatives, ignorant caretakers, or, at times, I regret to add, by seemingly intelligent teachers during the early period of formal schooling. To the child alone belongs the right to determine his hand preference in terms of facility of movement, sense of power, and feeling of natural ease.

There are still some people who re-

God Give Me Joy

by Berniece L. B. Graham

God give me joy this New Year's eve . . .

*Soft baby hands to hold in prayer,
My own hearth-fire, my table spread,
My husband's step upon the stair;
A holly wreath upon my door
And lights to shine across the snow,
Tall candles at the window sills
To spread a cheerful, friendly glow . . .*

*God give me joy . . . a baby's prayer . . .
(I would not ask of Thee too much)
A husband's love, my own hearth-fire,
And precious homely things to touch!*

physical endowment and tendencies are wantonly disregarded.

The left-handed child is no more awkward in performing his right-handed work than the right-handed person would be in performing left-handed work. The real difficulty is not attributable to actual awkwardness but to the fact that his appearance in action is contrary to that expected. Behaviors which are not in harmony with the common scheme of things usually appear to be awkward, bizarre, or displeasing whenever noticeable. Efficiency may be unimpaired, nonetheless. The interferences with speech and writing and learning, however, are far more significant than alleged manual clumsiness, because they represent important internal effects and unwholesome distortion of function. There is no justification for causing such a profound disturbance in an individual; it only makes him live and function in terms contrary to his own nature and biologic plan. To change a child so that he cannot live in terms of actual organic harmony conduces to internal strains which may be expressed as faulty muscular coordination.

gard left-handedness as a mark of inferiority. It is for this reason that the followers of Alfred Adler claim that it is important and significant to convert all children to right-handedness. The statement itself is valid and the suggestion is contrary to fact and reason. The effort to change all children from natural left-handedness to right-handedness only increases the likelihood of individual maladjustment in terms of diminished function. It is far safer to appear to be awkward at the table or at the dance than to become a victim of some handicap in learning or the unhappy sufferer from a devastating propensity to stutter.

There are also some educators who believe that because a few children may be readily altered to right-handedness without marked damage, an effort should be made to educate all left-handers against their native organic structure. The responsibility for whatever may happen to such children as a result of the conversion should be placed fairly and squarely upon those who are unwilling to allow nature to assert itself normally and who alter nature's handedness merely in the interest of securing a greater simplicity and ease in the process of educating. It is highly significant that a larger proportion of left-handed children remain so when they are under the direction of left-handed teachers of the first grade. They are not subjected to the educational suppressions that occur so frequently because naturally right-handed teachers lack the insight and the technic necessary to give guidance to the left-handed pupils. This is especially noticeable in the sphere of writing.

The process of changing a child from one hand to another involves more than the redirection of muscular effort. One cannot modify the essential organization of a person without effecting marked changes in his general personality. Significant changes arise secondary to the efforts made during the attempt to shift left-hand practices to the right hand. The child is made conscious of himself and of his deviation from the pattern hand use of the majority. Some emotional disturbance naturally follows in which sensitivity, self-consciousness, and a feeling of maladjustment arise. This does not conduce to peace of mind or contentment, but serves to bring about attitudes and efforts that run counter to the normal personality expressions that are deemed desirable. To press upon a child a sense of social inadequacy is likely to bring about a response in the form of social resentment. To treat a left-handed child as though he were inferior, as though he were naturally incompetent or mentally below par, is to set up emotional currents which are harmful to the

harmonious development of his personality. The normality of left-handedness should be acknowledged.

ONE must recognize that there are some instances in which left-handedness is compulsory rather than natural. Thus when an originally right-handed child has lost the use of this hand or its fingers because of an injury or disease, whatever maladjustments arise must be accepted because the use of the left hand is mandatory. Careful education minimizes some of the difficulties, but nonetheless such left-handers are actually right-handed persons functioning with their left hands. Their tendencies in movement continue to be those that are found among people who are primarily right-handed and merely use the left hand as an auxiliary hand assisting in the completion of work that requires more than the right hand. When the full labor, however, is thrown upon the left hand, the child makes the adjustment as well as he can, but there is always the possibility of some complicating difficulty because of the original neural organization of the child. Obviously a similar problem when an originally left-handed child having lost the use of this hand of preference is obliged to depend upon his right hand.

There is another group of children who are born left-handed and will die left-handed. No effort on the part of any individual or group can convert them to right-handedness save perhaps after an actual amputation of the left hand. Such children are the forceful left-handers who resist all pressures to change. Some of them belong to a less capable group whose adaptations are only slowly made and who have a general difficulty in learning. Hence the lack of adjustability to be converted to right-handedness. This latter group is frequently seen in our ungraded classes for children with limited mental capacities. Left-handedness neither causes nor represents mental incapability.

Still another group must be distinguished, namely, those who make slow progress because of difficulties that arise from left-handedness despite the fact that they possess normal or superior mentality. This group of children is by no means a small one, and it presents definite problems in the school system, calling for especially fine pedagogic efforts to remedy the individual shortcomings in learning to write, to spell, to read, and even to figure. Many of this group are actually unable to keep up with their ordinary classes despite the adequate level of potential intellectual power. Schooling is made still perilous by the needless conversion to right-handedness.

There is one group, however, which has compara- (Continued on page 34)

"COME OUT OF THE KITCHEN MOTHER!"



THERE'S so much puttering around with pots and pans in our house, that I hardly ever get to see my mother! She should spend more time with me, and less in the kitchen. I'm growing now. Somebody has to teach me how to play and think and act.

"I think I'll tell mother that Heinz Strained Foods taste better to me than most of the foods prepared here in our house. They even look better; the fresh color just seems to make me hungry, and I'll bet that Heinz cooks know just as much about straining and cooking vegetables as my mother does.

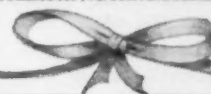
"Besides, I heard the doctor say that Heinz Strained Foods have been officially accepted by the American Medical Association's Committee on Foods—meaning that in vitamin and mineral retention, Heinz Strained Foods are all right with the doctors. Mother!—come out of the kitchen a moment while I tell you



HEINZ 57

STRAINED FOODS

9 KINDS—1. Strained Vegetable Soup. 2. Peas. 3. Green Beans. 4. Spinach. 5. Carrots. 6. Tomatoes. 7. Beets. 8. Prunes. 9. Cereal.



SEND FOR THIS BABY DIET BOOK

It contains authenticated up-to-date facts regarding vitamins, minerals and other nutrients your baby needs. Also much reliable information on infant care and feeding. To get a copy, send labels from 3 tins of Heinz Strained Foods or 10 cents—to H. J. Heinz Co., Dept. NP-301, Pittsburgh, Pa.

THE FACTS ABOUT LEFT-HANDEDNESS

(Continued from page 33)

tively little trouble, namely those whose left-handedness is subject to modification without damage to the personality. These constitute the ambidextrous group to which reference has been made. Their problems are by no means numerous or compelling, although frequently even this group is more capable when allowed to revert to their normal left-handed functions. Among them one finds a selective factor as well as a socially compulsive adjustment, and, therefore, they write and eat as society demands but use the left hand for most other activities.

As I have indicated in my book, *Handedness: Right and Left*, the left-hander is as normal as the right-hander. The basic organization of each individual involves both his handedness and his eyedness to which handedness is related. Man's biologic organization and the social experience of the race through the ages have tended to place greater emphasis upon right-handedness and thus, by implication, left-handedness has been relegated to a subordinate position not in harmony with the actual facts of native power. The right-handed majority have acted as bullies and in a desire for martial, magic, or mystic self-protection they have insisted upon hampering and handicapping a considerable group of children and adults by coercively converting the free left-handers into enslaved right-handers. The converted group particularly have born the brunt of social prejudice in favor of right-handedness. It is this biologically wrong group who manifest the largest number of personal maladjustments. There are many who, in a sense, bear hostile feelings toward society for having distorted their normal mechanisms, for having limited their capability, or, indeed, for having frustrated their natural urges to achieve the full expansion of personality.

Usually when an individual suffers, society as well as the individual pays for it. The lesson is a simple one—it requires no great powers of discrimination nor the background of a pundit to appreciate that left-handedness is not a punishment and it should not be penalized. Natural tendencies should be conserved and developed rather than modified and restricted. It is obvious that the personality of children can be fostered wisely only by the complete recognition of their normal bodily habits and trends and this includes their native handedness. Left-handedness is the right handedness for approximately 25 per cent of the population. To convert this group into right-handedness is to make the right hand the sinister hand.

HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

Parent Education Study Course: The Progressive Home



● HOME PLAY AND RECREATION

by LEWIS R. BARRETT
(See page 10)

I. Points to Bring Out

1. The play life of a child needs intelligent guidance and leadership. In the average American home much more time and thought should be given to this leadership.
2. Parents are interested in doing their best to give children well-rounded experience, but play has not always been the happy, satisfying experience it should be for children.
3. Toys and materials should be chosen not only in the light of the child's wishes but after careful thought as to the type of experience which the materials will give. Children are sometimes punished for doing the things which the toys or materials themselves make it almost impossible to avoid.
4. Parents who play with their children can often direct their activities in such a way that the games become of interest to the whole family group. Sometimes a family hobby grows out of the intelligent guidance and direction of children's play.
5. Since play is as necessary to the life of the child as work is to that of the adult, parents who make a serious study of the child's recreational life will be well repaid.

II. Problems to Discuss

1. How far should the parents take part in the child's play life? Is it possible that a parent may take so much part that the children become dependent and lose initiative?
2. During the gang age, that is, between twelve and fifteen, children appear to wish to be with children of their own age, not with adults. Should parents interfere and insist on joining "the gang"? How may parents provide facilities for play during this period and keep in touch with their children's recreational life without interfering too much?
3. What types of activities may be engaged in by the family to the satisfaction of the whole group?
4. What part should movies and other entertainments play in the life of the modern child?

Helps in Directing Study Groups

THE article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

THE BEDDING BRIGADE

(Continued from page 23)

ensemble in the bedroom. You will find that the better the grade of wool, the clearer the color. Superior qualities of wool take dyes better and this particularly shows up in the all white or delicately tinted colors. Do not come hastily to the conclusion, though, that all the darker blankets are made of inferior wools, for they are not. Reputable blanket manufacturers, through your reliable stores, give you a pledge of even quality in each price bracket.

Live, new wool is springy, spongy, and soft. Inferior grades are harsh to the touch and less resilient. Squeeze a portion of the blanket to see if it springs back to shape quickly. See if the wool feels soft and almost "furry." Some blankets have a long nap but a loose, sleazy under-construction. One of the important things for you to look for in a blanket, whether all wool or part wool or even cotton, is body strength. To test for this, grasp one thickness of the blanket tightly in the hands and pull firmly both ways (across warp and filling) and at the same time push your forefinger up against the under-construction. This will determine the under-strength, that is, the construction under the nap.

You will find that blankets with full nap and thin under-construction are not practical purchases, for they will give only a limited amount of wear. They will wear thin before long, and a thin, gauzy blanket is little protection against the cold, whether it is made of all wool, part wool, or cotton.

Carefully inspect the binding of the blanket. See if the color matches the body of the blanket and if it is sewn with even, locked stitches. The "chain" stitch is impractical, for if one break in the thread occurs the remainder of the sewing rips easily.

Some blankets have what is called a "suède finish." These should be soft and smooth and in keeping with the name. Avoid finishes of this kind that look uneven and knotty. Most blankets, however, are "napped." If it is such a blanket that you are buying, you should test it for length and strength of fiber. Lift a long-napped blanket up by a tuft of the nap. If the nap is strong enough to support the weight of a section of the blanket, you will know that it won't wear off quickly.

The choice of either single or double blankets is merely personal. Remember, though, that people living in heated city apartments will find the single blanket satisfactory for the average early spring, late fall, and milder winter nights. The double blanket has the advantage of being used singly or as a pair. A single blanket and a pair of blankets make an ideal combination

by which bed covering can be regulated in accordance with the temperature.

No matter how fine the quality of a blanket, if it is skimpy the practical feature of this article is defeated. There should be at least a foot of blanket to hang over at the foot of the bed and on both sides. Remember this when you go shopping. Be wise and take a tape measure with you. The standard size blanket is seventy-two by eighty-four inches. Today the stores are showing a limited assortment of a larger blanket, eighty by ninety inches. This really is a very practical size for a full sized bed but, admittedly, the price range takes a decided leap from the standard size blanket.

Beware of the "undersized" blanket. Occasionally you will run up against these in some store sales. That tape measure of yours will help you out if you put it to good use. Manufacturers of repute put their wool blankets through a washing which minimizes further shrinkage. These blankets are woven considerably larger and are shrunk down to the sizes sold through your store channels. With careful launderings in your home or at a reliable laundry there should be little or no further shrinkage. This does not apply to the lower grade wool or cotton and wool blanket.

Only those blankets carrying the designation "Wool" are an assurance that your blanket is made of all wool. This is a government ruling. You will find that blankets of part wool will be so labeled and plainly marked "not less than 5 per cent wool" or other percentages indicated on the label in good sized lettering. When blankets contain less than 25 per cent wool, they give little more warmth than cotton blankets.

WHAT TO LOOK FOR WHEN BUYING COMFORTABLES

- Quality of covering.
- Down-proof covering (in down-filled quilts).
- Quality of filling.
- Stitching and edge finish.
- Accurate size.
- Label indicating filling.

Probably greater shopping ingenuity and ability are required in buying comfortable than in purchasing any other group of top bedding. The problem is divided two ways: covering and filling. Here you are "up against it," for you buy these bed coverings almost blindly. So it is advisable to make your purchases at a reputable store, and one that in turn depends upon the reliability of the manufacturer; there are many grades of down, wool, and cotton filling. (Continued on page 36)

Children Thrive in WASH CLOTHES



ANY time of year children's well-fitting washable clothing that does not disappoint through shrinkage is an important study. Young folks' health and happiness depend on cleanliness and fit in clothing.

Sleeping garments, underwear and outerwear of many textures and designs are now available in fabrics which are completely shrunk by the Sanforized process. That means their comfortable fit will withstand repeated washing.

Send for free booklet "Manual of Sanforized-shrunk". Also Educational Chart, latest Shrinkage Expectancy Bulletins and handbook "Skip Shrinkage". Special exhibits of clothing and drapery fabrics available for your special Parent-Teacher Association meetings on request.

Sanforized-Shrunk
40 WORTH STREET NEW YORK CITY

THE BEDDING BRIGADE

(Continued from page 35)

The luxuriously covered comfortables are bought not only for warmth but for pride of ownership also. To be able to lay a folded, silky comfortable, whether down- or wool-filled, at the foot of a bed is the wish of the average homemaker. Of course they are practical and very comfortable for cold nights, for they give additional warmth and add but little weight.

When you shop for them first consider the covering, not because it is most important but because it attracts the eye first. If it is a down-filled comfortable that you are seeking, be sure that the covering is "down-proof." If not, and another material is used for interlining, you will find that extra weight, without extra comfort, is added. Wool will take almost any kind of covering. For down, however, down-proof sateens, silk satins, and the higher quality of Celanese are prominently featured. All of these are practical coverings. For other comfortables sateen, silkline, satin, and taffeta are used. In each of these fabrics there are various degrees of quality. Cotton-filled comfortables chiefly make use of sateen, silkline, and printed cottons of all sorts.

While in all states in this country there is a certain amount of supervised regulation in the factories that make comfortables, in New York State and a few other states there is a constant supervision and inspection of the proper sterilization of filling. In these states only all new materials can be used for the wool and down fillings. A label, in New York and a few other states, must be affixed to the comfortable showing in clear type the kind of filling used. "White down" if the filling is all white down (allowing for a tolerance of not more than 10 per cent of small feathers). Any other down, but eiderdown, will be labeled "down." Eiderdown, which is "tops" in the down family, is the most expensive type of down and will be found in only the better stores. Comfortables with this type of filling will be definitely labeled so. So do not be misled.

Look for fluffiness and resiliency in the wool-filled comfortable. Inspect the stitching. See that it is evenly done. A closely stitched pattern will keep the wool bat filling in place and also protect it, to a certain degree, from matting. The buyer in a reliable store usually tests the wool bats for breaking strength and resiliency. He observes the proportion of long wool fibers; likewise the degree of whiteness of the bat, which is an important factor. There are two major classifications of wool bat filling. To go into detail would make an involved explanation, but the one type is "tanners'

wool," which is taken from the animal hide after it has been put through a solution of tannic acid, and the other is "white wool." The former is characterized by a leathery odor which is unattractive; it is used for the lower priced comfortables. Reputable stores classify this filling as "unsatisfactory." The white wool filling, or bat as it is called, comes in many degrees of whiteness from dirty cream through the various gradations on up to the very finest white virgin wool. Naturally, the latter is very expensive.

Often one can find comfortables around the stores that have identical coverings but greatly varying price ranges. This is due to the difference in the quality of the filling and to the workmanship. A reputable store will hesitate to recommend cleaning or washing of any kind of comfortable although a few stores have a service for cleaning. And as for recovering—the cost would be almost equal to entire replacement, except in the case of eiderdown.

Down is the lightest and warmest of all fillings. With proper care a down-filled comfortable will give very satisfactory service. But it should not be misused by beating and rough shaking. It should be gently shaken or, better still, just puffed up by patting. And another word of warning! Do not hang down-filled comfortables out in the sun. The sun brings out the oils in the down which intensifies the odor of the filling.

The standard size of comfortables is seventy-two by eighty-four inches. The weight varies with both filling and price. Two pounds of wool make a good filling for warmth and comfort while the average down-filled comfortable has a filling of about 1½ pounds. The weight varies (and it is Troy weight, incidentally) from 1¼ pounds to two pounds, according to price.

WHAT TO LOOK FOR WHEN BUYING PILLOWS

Filling specifications on label.

Covering—feather—or down-proof.

Springy, buoyant filling.

Quality of ticking.

Size.

In the four classifications of top bedding, pillows come in for the smallest amount of replacement. People seem to get pillows when they set up housekeeping and then forget all about them. Sometimes they sleep uncomfortably. The pillow feels hard and lumpy and does not adjust itself agreeably to the head, but the situation is rarely analyzed and they go right on being restless during sleeping hours. Well, during the past year or two some stores throughout the country have established "sleep shops" which have

had a tendency to make the homemaker a little more pillow conscious. Not only is attention focused on the correct pillow for the individual but also for climatic temperatures.

Just as for down comfortables, certain states have regulations that require specifications on the labels of the pillows. The percentage of down, whether it is duck or goose down, must be plainly indicated on the label; also the amount of other filling that goes into these pillows. If feathers are used, the label must show what kind of feathers, whether white goose or just "feathers." In other states the shopper must depend upon the reliability of the store. Another thing that is a requirement in some states is ticketing pillows noting whether the down or feathers are white, gray, or bleached white.

If a very soft, billowing pillow is wanted, then an all-down pillow should be purchased. One of the most popular and generally satisfactory pillows is made with a fifty-fifty composition; that is, 50 per cent down and 50 per cent goose feathers. This is considered an ideal bed pillow for most people. For those who like a fairly hard pillow, or where price limits choice, there is a wide selection of feather pillows, outstanding among them the one filled with goose feathers. Whether the feathers are white or gray really matters little. Both will give an equal amount of service.

What you really should know next about pillows is whether the ticking is down-proof and feather-proof or whether an interlining has been used. An interlining adds weight and takes away some of the resiliency of the pillow.

Then there is something else you should know about ticking. The domestic ticking is coarse and heavy while the imported ticking is light in weight. The latter makes a lighter pillow. There are down-proof qualities in both of these tickings. And you may as well have a decorative covering for your bed pillows. Art covering will wear equally as well as the familiar old blue and white striped woven ticking.

As in all your other bedding, measure your pillows. The standard size is twenty-one by twenty-seven inches. Pillows filled with properly prepared feathers or down will not disintegrate or accumulate dust and will give good service and comfort for many years. The filling in the better pillows goes through a certain sterilization that removes the objectionable scent. At this point I wish again to stress the fact that feather- or down-filled goods should not be hung out in the sun or beaten. They should be aired occasionally on clear days, but always in a shady spot.

THE NATIONAL CONGRESS, 1902 — 1920

THE CHILD

in Home School Church and State

with Emphasis on the State

by Winnifred King Rugg

THE second president of the National Congress of Parents and Teachers was Mrs. Frederic (Hannah Kent) Schoff. Her administration, which lasted from 1902 to 1920, fell in a period marked by considerable change in the social and economic aspects of this country and the entire world. A movement of population from country to city, centralization that affected schools as well as other institutions, "crusades" of various kinds, the development of the automobile, the World War, suffrage for women, the prohibition amendment, and an increased awareness of other parts of the world constitute the background of the activities of the National Congress during this period.

Mrs. Schoff had already served the Congress as vice-president since 1899. She had attended the first Congress as a mother hoping to learn something to help her with her own seven children, and became chairman of a group of Pennsylvania women who were inspired by what they heard at the Congress to spread the work in their own state. When the Pennsylvania Congress of Mothers was organized in 1899, she was its first president. Her interest was ably seconded by that of her husband, who was for many years a member of the Advisory Council.

Outstanding developments during Mrs. Schoff's administration were (1) the extension of the parent-teacher association as the most effective way of creating Congress membership, and (2) efforts to secure protective legislation for children and the home, in the belief that through better laws a maximum number of individuals would be benefited in a minimum of time.

It seemed characteristic of Mrs. Schoff to put the emphasis on what

was practical. That had been the keynote of the Convention program in 1902 when she took office, and her report of 1905 contained these significant words:

"Your president has steadily held in view that sentiment is of no avail unless united with practical measures for bettering conditions of children, yet without sentiment the work would fail."

It was practical to make a wide use of parent-teacher associations, which then existed to some extent but often did not function to the full measure of their potentialities. A systematic effort was now made to have parents' associations, as they were often called at first, organized in every public school as an efficacious way of reaching the homes and accomplishing the civic work that the National Congress was undertaking. By 1904 it was declared that parent-teacher associations were the "most valuable members of the Congress, as they benefit both home and school."

The vehicle that had been chosen by Mrs. Birney for the dissemination of Congress information—namely, mothers' and homemakers' circles—still continued in active operation. There were mothers' circles, parents' circles, and parent-teacher associations, all working toward the same ultimate goal, the welfare of the child; but it now seemed that the greatest number of those responsible for the children could be reached by the third group. In 1907 the Department of Parent-Teacher Associations was formed,

with Mrs. Edwin C. Grice, of New Jersey, as the first chairman.

In 1908 the steadily increasing number of parent-teacher associations in the Congress of Mothers became in name what already it was in fact, the National Congress of Mothers and Parent-Teacher Associations. Slowly through the remaining years of Mrs. Schoff's long administration, parent-teacher associations increased in number, not only in schools but also in churches, and the structure of National, state, and local organizations was being built up.

Beginning in 1913, conferences with the Department of Superintendence of the National Education Association emphasized this phase of Congress work. The effectiveness of this means of securing cooperation between school executives and parents was at once recognized, and these conferences have done much to make the Congress known to educational leaders and secure the backing of the school system for parent-teacher associations.

LEGISLATION FOR HOME AND CHILDREN

IT seemed to those who were guiding the policies of the Congress at this time that the quickest, most practical, and most comprehensive way of furthering the cause of the child and the home was through legislation. One of the earliest efforts at securing child welfare by legislative enactment was in connection with the establishment of juvenile courts and the probation system by state law. In 1905, a Com-



MRS. FREDERIC SCHOFF

mittee on Juvenile Court and Probation Work was created in the Congress, with Judge Ben Lindsey as chairman. Mrs. Schoff gave herself unstintingly to this undertaking and trained herself to be an authority on the subject, presented it before a joint session of the Houses of Parliament in Canada, and, on request of the British consul, sent a report of the work done here to the British Parliament.

Though the Congress cannot claim the whole credit for the rapid spread of this institution, it is certain that a part of it was due to the instrumentality of the Congress and to the personal efforts of Mrs. Schoff.

In still other ways the child in his relation to the state was a major concern of the Congress in those years. "The thought of the mothers," Mrs. Schoff had observed in her 1905 report, "has been utterly lacking in legislative and administrative matters concerning children"; but this attitude was beginning to change with the spirit of the times.

In 1903 a Committee on Dependent, Defective, and Delinquent Children was formed, and the needs of the handicapped child were studied. At the annual convention of 1908 at least one-third of the addresses considered the subject of the child as a public ward, either actual or potential.

In 1904 a Committee on Child Labor was formed, with Mrs. Florence Kelly, since honored for her pioneer work in that field, as its first chairman.

Two years later the Congress cooperated with other organizations in securing the passage of the Federal Pure Food bill.

The years 1908, 1911, and 1914 were each marked by a convention that betokened an effort to give the National Congress an international character. The National conventions of those three years were held in connection with International Congresses on the Welfare of the Child. To these meetings the nations of the world were invited through the State Department of this country to send representatives. Several of them accepted.

In both the first International Congress and the second, emphasis was placed upon the parent-teacher movement. In 1911 and the years immediately following there was set up machinery for cooperation on the part of the Federal Bureau of Education with the Congress, through the parent-teacher associations, to help parents further their own education and interest them in the care and nurture of their children. Thus came into existence in the spring of 1913 the Home Education Division of the Bureau of Education, suggested by Mrs. Schoff and other officers of the Congress, and established by Dr. Philander P. Claxton, United States Commissioner of

Education. Mrs. Schoff gave her services as director of the division, and Mrs. A. A. Birney as assistant director. Miss Ellen Lombard was secretary. Several officers and members of the Congress contributed to the support of the Home Education Division during the six years that this method of collaboration was followed.

During these years there was a crescendo movement in the policy of cooperation with many other agencies for child welfare: with the federal Department of Agriculture through a Congress department of Good Roads and Rural School Improvement, later called the Country Life Department; and through a joint committee formed in 1913 by eight large national organizations doing work for social welfare, with Mrs. Schoff as chairman; and in many other ways.

Work for mothers' pensions, child welfare commissions in the states, and a child hygiene department in every local board of health were parts of the National Congress Baby-Saving Campaign, with the slogan "Save 100,000 Babies a Year!"

For the carrying out of the projects that the Congress was undertaking and for extension in the states more money was needed. In 1908 when memorial services for Mrs. Birney were held at the annual convention, several life memberships were taken to insure the establishment of a headquarters for the Congress in Washington, and rooms were secured in the Washington Loan and Trust Building where the Congress had been briefly housed in 1897-98. In 1914 an attempt was made to found a President's Fund, to be used for the purpose of bringing the state and National organizations into closer cooperation.

Nevertheless, the Congress was in great need of a more permanent assurance of support. In 1915 Mrs. George K. Johnson, already a frequent benefactor of the Congress, started an Endowment Fund with a gift of \$1,000, and became the first chairman of the Endowment Fund committee. The fund was augmented by contributions from individuals and state branches, and later by money received from life memberships.

Extension service has also been facilitated by means of Founders Day gifts. In 1910 Mrs. David O. Mears, at the annual convention in Denver, presented a plan for the observance of the birthday of the Congress by programs commemorating the founding and by gift offerings for Congress work. Her plan was adopted and Founders Day has become an institution. Founders Day gifts have made possible many valuable projects and have financed field service.

During the years between 1902 and 1920 organization work was pushed

in the states with great energy. Mrs. Schoff, who almost from the time of the founding of the National Congress had been thoroughly committed to the idea of state organization and had been one of the first to plan for the development of the Congress in that direction, traveled unceasingly and gave of her own means for that purpose, as did several other Congress officers.

The years 1915 and 1916 were marked by special campaigns for new units, with organization tours carried out by officers of the National Congress, and known as "Mother Crusades." These were made possible by the recently established Endowment Fund.

The 1915 tour was transcontinental and was carried out by the National officers at state conventions and meetings on the way to the annual convention at Portland, Oregon. Mrs. Schoff, Mrs. Milton P. Higgins, Mrs. Orville T. Bright, and Mrs. B. F. Langworthy represented the National Congress in Wisconsin, Illinois, Minnesota, North Dakota, Nebraska, Colorado, Montana, Arizona, New Mexico, and the whole length of California and Washington. In seven weeks they held seventeen conferences in twelve states, and traveled nine thousand miles.

The southern tour of the next year, called the Educational Tours for Congress Workers, was a fruit of the cooperation existing between the National Congress and the Home Division of the U. S. Bureau of Education. Miss Ellen Lombard, secretary of the Home Division, planned the itinerary, and National officers gave their services. The tours were in the interest of home education and child welfare. Preliminary work was arranged by the Home Division in many towns and cities, with meetings held by special collaborators among the local men and women in order to prepare the communities for the coming of the "crusaders."

This tour covered the states of Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Tennessee, with meetings held in forty-two towns and a special effort made to visit the rural districts. The goal, "A double membership in 1917," was attained. That year showed an enrolment of more than 122,000, as against a little less than 60,000 in 1915.

With the employment of field secretaries the necessity for such "crusades" diminished. There had long been need of full-time, salaried workers to train leaders and to extend the Congress to districts not easily accessible to a volunteer force. In 1920, thanks again to the Endowment Fund, the Congress was able to engage Mrs. Winifred Carberry as field secretary.

In the south, Miss Lida E. Gardner worked as a salaried National organizer.

Across the activities and ambitions of the Congress fell the shadow of the World War. The Service Clubs for Enlisted Men took much of the time, money, and thought of Congress workers from 1917 to 1919. The first of these was opened in the summer of 1917 in Philadelphia, and later in the same year similar clubs were established in Baltimore and in Waukegan, Illinois. The Washington United Service Club, opened in July, 1918, occupied the recently purchased headquarters building of the Congress at 1314 Massachusetts Avenue. Eighty thousand men passed through its doors. In the entire number of clubs maintained by the Congress throughout the country a million and a half men were entertained and provided with sleeping accommodations, food, and reading and writing rooms.

The headquarters house at 1314 Massachusetts Avenue had been purchased in 1918 by the trustees of the Headquarters' Fund, which was established by a group of women desirous of securing a building that would fulfil the dream held by the Founder and others of maintaining an educational center for child study. After the disbanding of the United Service Club the house was sold.

One other undertaking of Mrs. Schoff's administration must be mentioned—the establishment of the magazine. In November, 1906, appeared the first number of the official publication of the National Congress, under the title, *The National Congress of Mothers' Magazine*. Three years later the name was changed to *Child Welfare Magazine*, later it was called *Child Welfare*, *The National Parent-Teacher Magazine*, and it was so designated until the words *Child Welfare* were dropped in 1934.

Mrs. Schoff edited the magazine from its inception until 1922. Only her determination and that of the editorial board and the Magazine committee kept it alive through its early years. In 1915 the Congress included an appropriation for the magazine in its budget.

* * * *

The camera of the present moment turned on the years from 1902 to 1920 catches snapshots of parents and teachers meeting together in associations . . . thousands of petitions sent to Washington and to state capitols in behalf of protective legislation for the home and the child . . . a National Congress magazine . . . Founders Day . . . International Child Welfare Congresses . . . "Save 100,000 Babies a Year!" . . . Crusading Mothers . . . A Home Division in the Bureau of Edu-

CONGRESS COMMENTS

A STATE parent education council was formed in Colorado in October. Dr. Velma Spaulding, of the Denver Tuberculosis Council, was elected president, and Mrs. A. B. Shuttleworth, Fourth Vice-President of the National Congress, vice-president.

Dr. Adelaide Steele Baylor, National chairman of Homemaking, retired October 31 as Chief of the Home Economics Education Service in the Vocational Division of the U. S. Office of Education, a position which she has held since 1923. Dr. Baylor early earned and held a high place in the counsels of educational associations and in organizations having to do with the general welfare of youth and adults. We join with her many friends in extending our regrets on the occasion of her retirement, and our best wishes for the future.

Miss Alice Sowers was presented a life membership in the New Mexico Congress of Parents and Teachers by the state board of managers.

Mr. John T. Webner concluded his service as General Secretary of the National Congress on October 31. He plans to re-enter the teaching field.

The Executive Committee of the National Congress will meet in Washington, January 16-19.

Miss Charl Williams, School Education chairman of the National Congress, will be in Honolulu during January in connection with her duties as president of the National Federation of Business and Professional Womens Clubs. She will also attend a meeting arranged by the Hawaii Congress of Parents and Teachers.

The New England Council of Parent-Teacher Associations met in Boston, on November 9. Reports were heard from the state presidents of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut,

and from Mrs. E. C. Mason, Editor of the NATIONAL PARENT-TEACHER MAGAZINE, and Mrs. Simon Lapham, National Congress Treasurer. Mrs. George Hoague, former president of the Massachusetts Parent-Teacher Association, is president of the New England Council.

Miss Mayme E. Irons, National chairman of Music, sends the following approved list for the National Mothersingers Chorus, Milwaukee, Wisconsin, May, 1936. Whether or not Mothersinger Choruses can attend the National Convention, they are urged to use this material to standardize their work and feel themselves a part of this great national movement.

1. To Music—Robert Franz arranged by Louis Victor Saar. #51111. C. Fischer. 10c.

2. Sunbeams—Landon Ronald. #2406. Enoch and Sons. 15c.

3. Cradle Song—Alexander MacFadyen. #35065. Presser. 10c.

4. The Lamb—H. Walford Davis. #39. H. W. Gray Co. 15c.

5. Gloria—Buzzi-Peccia. #89004. H. Flammer. 20c.

These numbers are to be learned and memorized for the Convention Chorus. Whenever the list is published, publisher's name and publication number should be given to avoid buying the wrong arrangement.

These numbers may be had through any of the following music houses. Other music houses will doubtless order them for you.

Gamble Hinged Music Co., 228 So. Wabash Avenue, Chicago, Illinois

G. Schirmer, Inc., 3 East 43rd Street, New York City, or Cleveland, Ohio

Jenkins Music Company, Kansas City, Missouri

Chas. E. Wells, 1616-26 California Street, Denver, Colorado

Woods Music Co., Seattle, Washington
Stoner Piano Co., 914 Walnut Street, Des Moines, Iowa.

G. C. Foerster, 2049 N. 18th Street, Milwaukee, Wisconsin

Child Labor Day for 1936 will be observed the weekend of January 25-27.

cation instigated by the Congress . . . United Service Clubs for Enlisted Men . . . an ambitious attempt to own a commodious headquarters building . . . a continual reaching out into cooperative alliances with other welfare agencies . . . an expansion from eight National Congress committees or departments to twenty-four.

In 1920 when Mrs. Schoff—public-spirited, forceful, and unsparing of herself—laid down the gavel, she passed on to her successor, Mrs. Mil-

ton P. Higgins, an organization of more than 190,000 men and women, enlisted in thirty state branches for "Child Welfare in Home, School, Church, and State."

Mrs. Schoff, now Honorary President of the National Congress, still lives in the house at 3418 Baring Street, Philadelphia, where for so many years she edited the magazine and worked and planned for the Congress.

(Second Installment—Next Month)



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

FOUNDERS DAY OBSERVANCES

South Carolina

IN February 5, 1936, the Whitmire Parent-Teacher Association plans to pay special tribute to Mrs. Phoebe Apperson Hearst, not only as co-founder of the first Mothers' Congress but, with the cooperation of the entire town, to honor her as the distinguished daughter of the pioneer Whitmire family for whom the town of Whitmire, South Carolina, was named.

So identified with the West is the name of Mrs. Hearst that few know that she was in fact only one generation removed from the Old South. It was 115 years ago that Mrs. Hearst's grandfather, Henry Whitmire, set out for the West and settled in Missouri, where his little daughter, Drucilla, only five years old at the time of the perilous journey, grew into womanhood and married Randolph Walker Apperson of Virginia.

The presidents and Founders Day chairmen of all local Congress units in South Carolina will be invited to represent their associations and will form a circle about the memorial trees that will be planted on the school ground in honor of Mrs. Alice McLellan Birney and Mrs. Phoebe Apperson Hearst. Mrs. Hugh Bradford, former president of the National Congress and now president of the Child Welfare Company, will conduct the tree planting.

A pilgrimage will be made to the cemetery of the old Lower Duncan's Creek Baptist Church in which are the graves of four of Mrs. Hearst's great-grandparents. Hon. Eugene S. Blease, former Chief Justice of South Carolina, will pay a tribute to pioneers, and wreaths will be placed on the graves of the community's first citizens, with Miss Ethel Whitmire of San Jose, California, responding.

Preceding the tree-planting in the afternoon, a pageant will be presented depicting the early history of the Whitmire family.

The ancestral home of the early Whitmires is still standing and is still owned by direct descendants of William Whitmire, twin brother of Henry Whitmire, grandfather of Mrs. Hearst. It will be the scene of a tea given by the Whitmire Historical Association at the close of the day's program.

The Governor and other high officials of the state, prominent educators,

and members of the South Carolina press, as well as state and National Congress officers and members of the D.A.R., have expressed their interest and intention of being present. The public is cordially invited.—ANN HALTON LEWIS, *Whitmire*.

Arkansas

National Founders Day was observed in a unique manner in Fort Smith last year. Instead of a short afternoon program in each local organization, often a repetition of speakers and speeches, which is sometimes tiresome to parents who attend several parent-teacher association meetings, the Founders Day chairman of the city council suggested to the local chairmen that a joint meeting be held, at night, with each local group having some part on the program. This suggestion met with instant approval.

The president of the Arkansas Congress of Parents and Teachers was secured as the feature speaker. The meeting was held in the senior high school auditorium on Friday evening, February 9, with school officials and fathers as special guests. The city council president was asked to preside. Programs were printed by the senior high school printing shop.

The program consisted of community singing; songs by a male quartet; a pageant, "Our Emblem," presented by presidents of parent-teacher groups; a vocal solo; and two brief addresses.

The pageant was most interestingly given. A seven-foot oak tree had been constructed of building board, painted by the art teacher of a school. A short history of the national organization—symbolized by the trunk of the oak tree—was given and tribute paid to its founders and pioneer workers, Mrs. Theodore W. Birney, Mrs. Phoebe Apperson Hearst, Mrs. David O. Mears, and Miss Frances Harrison. These four women were impersonated by four high school girls who wore costumes which were actually made and worn in 1897.

The state work—the tree's branches—was described by a state officer.

Each local parent-teacher association president then gave a two-minute talk in which she mentioned the outstanding accomplishments of her group—the twigs—beginning with the time when "mothers sent their children off to school with a sigh of relief, and they themselves never entered the

schoolroom door unless some very important event occurred," the time when "coal oil lamps were carried to the meeting by patrons in order that the buildings might be lighted."

These outstanding accomplishments included such projects as equipping the cafeteria, conducting a Summer Round-Up, holding a vacation hobby exhibit, publishing a parent-teacher association newspaper, managing a waffle shop so that underprivileged pupils might be fed, improving and beautifying the school grounds, providing soap and towels for the school, donating books for the school library, collecting and distributing clothing to indigent pupils, furnishing milk and lunches to undernourished children, equipping a teachers' rest room, and the purchase of such things as stage and kitchen equipment, projectile slides and machine, and even a piano.

At the close of her talk, each president fastened a leaf on the oak tree on behalf of her unit.

As a finishing touch to such a wonderful evening, a "get acquainted" hour followed, during which time the guests were served ice cream and cookies decorated in blue and gold.—MRS. H. M. KECK, *Secretary, City Council, Fort Smith*.

STATE UNIVERSITY OFFERS COOPERATION

Tennessee

The University of Tennessee is deeply interested in the work of the Congress of Parents and Teachers for many reasons, chief of which is that Congress work vitally affects the homes of the state, the health of the state, and the schools of the state. The University has charted its own program of service around nine major state problems, and the first three of these are homes, health, education.

So we have focused the work of several units of the University, already, on the field of parent-teacher work. For many years the University has held short courses and conferences for parent-teacher workers. The School of Home Economics has, through the University Extension Division, had teachers in the field conducting classes for mothers in nutrition, child care, etc. The College of Education has given instruction in community relationships, and the University is now setting forth the results of several years of study by the

entire faculty in several courses in training leaders in public health work. The agents of the Agricultural Extension Service likewise have a chief concern in assisting the various parent-teacher organizations in their community services. Altogether, the University may be said to have a major interest in your activities and can be depended on to assist you in every way in promoting healthier children, more vital homes, and better schools.

I should like to congratulate your organization on the success it has had in the past years, for the leadership it has furnished, and for the genuine interest it has stimulated in all phases of cooperative school and home work. I predict an even more useful future. You are working at fundamentals.—JAMES D. HOSKINS, *President of the University of Tennessee.* Adapted from the Tennessee Parent-Teacher.

PAGEANT OF THE SEASONS *Colorado*

A "Pageant of the Seasons" was presented by approximately six hundred pupils representing sixty-eight schools of Adams County. This fourth annual music festival, doing away with all idea of competition or prizes, was sponsored by the Adams County Parent-Teacher Association.

The first act consisted of a series of scenes interpreting summer. An elaborate flower scene, followed by a verse-reading choir, honoring the creative labor of the Colorado pioneers, was completed by a playtime and southern plantation scene.

In the second act, all the rich associations of autumn were portrayed through the medium of color, dance, and song combined in a narrative operetta.

Winter sports played an important part in the interpretation of winter. Modernistic color effects of black and white added much to this scene.

Spring was portrayed through colorful music and folk dances by one of the largest schools of the country.

This pageant was presented by the schools in various sections of the county working together under a central committee which included a member from each of the four sections into which the county had been divided. A season was designated by the central committee to the schools in each of these sections, and in turn the local teachers were allowed to use their own initiative as to the type of interpretation best suited to that season.

For the past eleven years the county P.T.A. has sponsored a high school and eighth grade declamatory contest open to all schools in Adams County. This contest is divided into three sections—dramatic, humorous, and oratorical.

Each high school is allowed to enter one contestant in each of the three sections from the first and second year high school students and one contestant in each of the three sections from the third and fourth year students, or six contestants from each high school. Every eighth grade in the county is allowed one contestant in each of the three sections. Prizes are awarded by the county P. T. A. to the winners of first and second places.

A high school spelling contest is also sponsored by the county P. T. A. According to a new ruling, any pupil taking first prize in this contest one year will not be allowed to enter again; spelling must be taught in the high school at least two days a week for students from that school to be eligible to enter this contest.—ALICE R. WOLFE, *Adams County Publicity Chairman, Berkeley Gardens.*

COUNTRY FAIR REVIVES GAY NINETIES AND RAISES FUNDS FOR P.T.A.

Alabama

"The gay nineties, when Father went courting with a lantern and Mother was in style with her bustle and any number of petticoats, are revived by the Fairfield Parent-Teacher Association with its country fair. Memories of the good old days are recalled to many persons visiting the fair as they look upon the fairest maids and matrons of Fairfield all decked out in their Sunday-go-to-meeting clothes, participating in the various attractions offered, escorted by gay young blades in silk shirts and high-top shoes, throwing caution to the winds by drinking more than one glass of apple cider and staying up after nine o'clock."—DANNY DANENBERG, *in the Birmingham News.*

A "Country Fair" sponsored by the Fairfield Parent-Teacher Association, September 20-21, 1935, proved to be such a financial success that it provided funds for the entire year's work.

Similar fairs were sponsored annually by the association from 1924 to 1927, and were found to be entertaining and amusing as well as remunerative, but were discontinued because of economic conditions. Therefore, it was not a difficult task to interest people in another such fair. The business manager for the previous fairs, a member of the P. T. A., agreed to act as business manager for the project.

Immediately thereafter, representatives of the civic, patriotic, and fraternal organizations of the city, together with interested citizens, were called together for the purpose of forming a Country Fair Association. An executive board of eleven members was selected at this meeting, consist-



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What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Is left-handedness an indication of any kind of abnormality? 9.
2. What is the value of parents and their children playing together? 11-12.
3. What can you do to guide the child who spends all of his allowance as soon as he gets it? 14.
4. How can parents foster a child's faith in his teacher? 16.
5. What should we take into consideration when buying sheets? 22-23.
6. What may be the cause of a child's "naughtiness"? 26.
7. What are the average expenses of attending different types of colleges? 28.
8. How does the evening meal affect a child's sleep? 30.
9. What were some of the outstanding accomplishments under Mrs. Schoff's presidency of the National Congress? 37-38.

ing of the mayor, P. T. A. members, and business men of the city. This board thought it advisable to have committees to care for booth construction, electricity, publicity, square dance, log house (log house erected several weeks prior to fair, to serve as office), drinks, popcorn, country store, prizes, decorations, first aid, juvenile activities, novelties, fortune telling, parade, commercial booths, clowns, hamburgers, costumes, sign painting, cider press, telephone, and games.

The Kiwanis Club of the city was assigned to the country store; the Exchange Club, hamburgers; the American Legion Post #137, games; the American Legion Auxiliary, pie and coffee booth; Belle Ash Chapter, Eastern Star, to distributing circulars advertising the fair; the Business and Professional Womens Club to be in attendance in the fortune telling booth. Fairfield Democratic League of Voters chartered an airplane and distributed circulars over the entire county, and Fairfield merchants decorated the business section of the town with flags and bunting.

All executive and general meetings of the Country Fair Association were open to the public where suggestions and plans were discussed and decisions made. Chairmen of booths listed materials needed, and all purchases were made through the business manager only. All work incidental to the fair, such as booth construction, electrical wiring, etc., was done without charge by members of the P. T. A. and interested citizens.

Fairfield has an ideal location for such a project, in the Plaza situated in the heart of the town. On this square and adjoining streets, which were roped off, fair activities took place.

The fair was well advertised through press, radio, telephone, street signs, distribution of circulars, by airplane, and by women in country costume on busy street corners, street car signs, letters, mimeographed humorous bulletins, cuts in commercial advertisements of large department and food stores, free square dance, publicity stunts, and a parade.

The fair opened Friday, September 20, at one p.m., with a parade consisting of about 150 conveyances, including a band, horse- and mule-drawn buggies and wagons, floats and decorated automobiles, and marshalled by a leader, dressed as a country constable, riding horseback. Every one was dressed in either old-fashioned or country costume. After two hours of driving through the western section of Birmingham, the parade returned to the fair ground where fifty booths were in readiness to offer entertainment and good things to eat.

A mock wedding, free to the public,

took place on Friday night, while a mock bull fight, the judging of costumes, and tribal dancing of a band of Hopi Indians were the free attractions offered on Saturday night. A crowd of about 15,000 people thronged the Plaza during the two days.

The success of the fair was due in part to the fact that the majority of Fairfield people entered into the spirit of fun by dressing in either country or old-fashioned costumes during the entire time.

The fun, the community spirit fostered, and the substantial sum which represented entire proceeds of the fair turned over to the treasury of the P. T. A., more than repaid those who worked untiringly for its success.

The knowledge that enough money was made on one big project for the P. T. A. to carry on its year's work of providing hot lunches, milk, clothing, dental and medical care for the underprivileged children of the schools, and other parent-teacher objectives, is very gratifying. Now association members can turn their thoughts entirely toward the study of "keeping our children safe, healthy, and happy."

—MRS. FRED E. DEMERITTE, *Publicity Chairman, Fairfield Parent-Teacher Association, Fairfield.*

AMATEUR BROADCASTERS SPONSOR SUCCESSFUL PROGRAMS

Michigan

We were entirely amateurs in radio when we embarked upon the parent-teacher quarter-hour. But our Birmingham Parent-Teacher Association Council was convinced that through radio at last a way was opened to reach the great, seemingly indifferent mass of persons who do not attend educational meetings of any sort, yet raise of the voice of protest more often and more loudly than those who keep informed regarding schools. The president of the council appointed four parents to comprise a Radio committee. No member of the committee knew program making; none of us had faced a microphone before.

The manager of station WEXL generously arranged to give us a fifteen-minute period each week for our programs. He supplied some magazine continuity suitable to school and home programs with which to fill in the gaps whenever needed; help when a speaker failed us, or when we failed to find a speaker, or when a pre-timed fourteen-minute speech required six and one-half minutes for its studio delivery.

As we examine the sources of program material, we realized that parent-teacher groups have at their disposal a rich mine of possibilities. The school offers much from faculty members and student body. In addition we could call on the clergy; various or-

ganizations, such as Red Cross, Visiting Nurse Association, Youth, Incorporated; music clubs; the town-hall group—the men who run the city government; and closely allied, because supported by our taxes, librarians, health nurse, safety expert from the police department, and others; also the many local parent-teacher projects worth talking about, such as better movies for children, the maintenance of soup kitchen in a needy district, and the formation of little mothers' leagues.

Among the important facts we have learned regarding broadcasting are the following:

1. Each speaker should type or write out legibly even the shortest announcement.

2. It is necessary to rehearse all announcements at home, becoming thoroughly familiar with each word.

3. The committee member in charge of the program must make tactful suggestions to the speaker (or give him typed directions, which he unflinchingly welcomes, in reference to actual broadcasting). These would include suggestions that he, too, have his material typed or clearly written; that he have it timed accurately the day before and advise the exact number of minutes required; that he arrive at the studio ten minutes ahead of time; that he speak in his natural voice; that he avoid long pauses and rattling of paper. Rehearsals are advisable when speakers are not accustomed to public speaking and with persons who are to be interviewed. Interviews, when worked out carefully ahead of time, make most interesting broadcasts. Interviewer and the person to be interviewed can plan together the pertinent questions.

4. The member in charge must plan a balanced program and time it accurately. If she has included music, she has to figure the time required, not only by her announcements and by the speaker, but also by the musical selections. Usually those providing the music are willing, if notified ahead of time, to supply a second or third number, if this becomes necessary. A little forethought precludes the possibility of any gap in a radio program.

5. Last, but not least, it is essential that publicity be given to the program. Announcement should be made in the local papers before the program takes place, and the P. T. A. members should be notified of the broadcast.

We found that pamphlets helpful to the amateur broadcaster may be had from national networks, some state universities, the public library, and advertising departments of radio corporations. [Editor's Note: The National Congress also has a leaflet on "Radio"].

We realize that we are still amateurs

in broadcasting in Royal Oak, but we do hope our experience will encourage and help those who have not started.
—MRS. H. J. THOMPSON, 962 Abbey Road, Birmingham.

PARK SUPERVISION

Iowa

Through the efforts of the Ottumwa City Council of Parent-Teacher Associations, Ottumwa parks were professionally supervised during the summer months. For two years, the mothers themselves provided supervision, but found the burden too great. This year, with the cooperation of the Board of Education, a paid supervisor and eight other teachers, five of them from the unemployed lists, were hired for five afternoons and evenings a week through July and August.

Afternoon programs were planned for grade school children, story-telling, handicrafts, games, and play periods on playground apparatus. Evening classes specialized in adult games. Total attendance was 62,118 for the season. Ottumwa is a small city of 21,000 inhabitants.—MRS. FRANK S. ROOT, former State Publicity Chairman, 4208 Sheridan, Des Moines.

P.T.A. COOK BOOKS PROVE POPULAR

Illinois

Since early spring the members of the A. F. Ames Parent-Teacher Association have been busy compiling and having printed 1,000 cook books. These cook books contain 242 pages of tested and tried recipes secured from all those persons—teachers, board members, and parents—who have at any time been connected with our school. Over \$400 worth of advertising helped materially in financing the book. The books have been most favorably commented on and are selling steadily. We hope to realize enough on the sale of these books to finance us through the coming year.

Last season we had a quilting party. New and old quilts were loaned from all over the village and hung on the walls of our auditorium. An expert on quilts talked to us, displaying many lovely patterns and explaining our own quilts to us. The members of the committee in charge were dressed in colonial costumes and added much to the atmosphere of the affair. An old-fashioned tableau was staged, presided over by two colonial dames. A charge of fifteen cents was made which amply covered the expense of the speaker and refreshments, and we had a small surplus to place toward the purchase of the books we gave to the school.

We are hoping to put on a knitting party this year, but the details are not yet complete.—FLORENCE T. STARK,

Corresponding Secretary, A. F. Ames Parent-Teacher Association, Riverside.

SCHOOL ORCHESTRA

Kansas

The Abbott Parent-Teacher Association organized a school orchestra among the students last spring just before the close of school. The children had no expense except for the instruments and the instruction book.

Summer classes were conducted, and on the opening day of school you should have seen the proud smiles on the faces of the parents and students, as well as the orchestra members. The group played on the steps during the opening exercises. At that time, a new enrolment had been held, and now the group numbers over fifty. During the summer, the Fine Arts chairman arranged a baby show, bathing beauty contest, and an ice cream social, and enough was cleared from the affair to pay almost all of the orchestra expenses.—MRS. JAMES F. LONGWELL, President. From the Kansas Parent-Teacher, October, 1935.

MILK FUND TAG DAY

Louisiana

The Shreveport Council of Parent-Teacher Associations composed of twenty-one units, with a membership of over 5,000, sponsors a Milk Fund Tag Day for the purpose of providing free milk to underprivileged children attending the schools of the city during the school year.

The Milk Fund Tag Day in 1934 netted the council slightly more than \$1,000 to spend for milk. This money lasted from November 1 through February 28, but even during this short period, the benefits to the children were easily apparent. Teachers and principals reported that youngsters on the receiving list gained in health and strength and that the gains were reflected in their grades. The Queensborough School, one of the largest in Shreveport, where forty-one children were given milk during the four months that the original fund was in operation, reported a gain of eighty-four pounds—or from one to seven pounds per child.

This year's Tag Day brought us about \$1,300, which will be allocated to schools where there are children needing free milk.—MRS. L. A. MAILHES, Budget Chairman, Louisiana Congress of Parents and Teachers, 911 Delaware, Shreveport.

PUPPET SHOW

Missouri

Last year the Van Horn P.T.A. engaged the "Pied Piper Puppets" to present "The Three Little Pigs" in the school auditorium. Posters placed in the corridors of the school were

HEALTHY BABIES ARE HAPPY BABIES

By Dr. Josephine Hemenway Kenyon
Resident Physician at BABIES' HOSPITAL, New York, under Dr. Holt

More and more ranking physicians are recommending this complete, practical and up-to-date handbook for modern mothers. It contains not only information about the full care of baby from birth to three, but also the mother's care of herself during the same period. "She has earned and possesses an outstanding position among our best medical people."—Charles Gilmore Kerley, M. D. An Atlantic Book. \$1.50

LITTLE, BROWN & CO.

34 Beacon St., Boston

A Play for P. T. A. Groups



Was Dad right in cancelling Bonnie's date with a boy who drove 70 miles an hour? Do the youngsters need more spending money than Dad had at their age? What's to be done when Jack defies his Dad and takes the car? These problems about the family car, allowances, and late hours, which social studies have shown to be the burning issues in most families today, go to make up that delightful comedy hit which is clearing the air of misunderstandings in so many communities. It's full of real youngsters and real parents—and wisdom—and lots of laughter! The State Drama chairman of the California Federation of Women's Clubs, writes: "We enjoyed every minute of this delightful play." Royalty, only \$10. Price, 50c per copy. Order your copy today and be the first group to put it on in your community. Order from Div. P.T.A., The Dramatic Publishing Co., 59 E. Van Buren St., Chicago.



Comet Rice

Always cooks light, white and flaky

FOR FREE RECIPE BOOKLET WRITE COMET RICE CO. N.Y.C.

Coming in February

The Home as a Cultural, Spiritual Center

by Emily Newell Blair

A well-known author discusses the meaning of the words *cultural* and *spiritual*, the place of such qualities in the home, and what their acquisition means to children. This is the sixth article in the Parent Education Study Course, "The Progressive Home."

First Aid in Home and School

by Harold H. Mitchell, M. D.

A doctor describes some simple first aid measures which every parent, teacher, boy, and girl should know—and shows how they may be taught effectively.

Let's Celebrate!

by Dorothy Blake

February offers at least three good excuses for the children to "have a party." Mrs. Blake tells how the most can be made of each of these occasions, with lots of fun for the young and not too much wear and tear on Mother.

used to advertise the show. Admission tickets at ten cents were sold before the morning and afternoon school sessions. On the afternoon of the performance, some children in the primary grades who could not afford to purchase tickets were admitted free of charge. Two performances were given.

The puppeteers brought their own portable stage, beautifully made and proportioned. Bobo, a clown puppet, was master of ceremonies, becoming acquainted with the audience before the performance and between the acts, calling individual children and teachers by name, telling school jokes, making timely comments upon the good manners of the youthful audience. Needless to say, the children felt pleased and important. The entire performance was considered artistic, well done, and quite worth while by the school principal, faculty, and the P. T. A. Ways and Means committee. Financially it was thought a success, as our profits almost equalled the guarantee. Since it was the first venture of that sort, and because the plans were made and perfected rather hurriedly, we felt satisfied and repaid for the little effort put forth, entailing only the placing of posters and the making and sale of the tickets.—Mrs. C. B. SHAEFFER, *Ways and Means Chairman, Van Horn P.T.A., Kansas City.*

HEALTH WORK EMPHASIZED MECKLENBURG COUNTY COUNCIL Virginia

During 1934-35, the parent-teacher associations of Mecklenburg County have been very active. Welfare work among the needy children has been promoted, many free lunches have been provided for undernourished children, and we have cooperated with relief agencies in the county looking after the welfare of the needy.

Our new health unit in Mecklenburg County, which gives us a one-third-time doctor, a full-time nurse, and a full-time sanitation officer, is a goal for which we had earnestly striven, and we are very happy about it. Typhoid, diphtheria, smallpox, and chest clinics are being held for all who need them. Our aim is to have every child entering school immunized and physically fit, and to make the children health conscious. Health programs are given during the year with the children participating.

We have also worked toward providing opportunity for cultural, recreational, and spiritual benefits for our children, through improving and beautifying school buildings and grounds and adding a large number of new books to the school libraries.—Mrs. C. M. EVANS, *President, Mecklenburg County Council.*

A PARENT-TEACHER PROGRAM

The Contribution of Home Economics to Family Life

Outlined by Adelaide Steele Baylor

Social and economic changes have affected the home as well as other institutions and increased the complexity of the situation there, so that the making of homes today is an intricate undertaking. It has therefore become a responsibility for schools desiring to maintain a functioning program in homemaking education to analyze this complex family life with its varied and important responsibilities, in order to develop a type of instruction that will prepare for its maintenance and improvement.

It becomes the business of the school, through its teaching force, to make applicable the findings of research and inventions to the discharge of home responsibilities; to bring comfort and beauty to the home through instruction in how to apply art principles which specialists in that field are discovering and making possible of application to everyday life; to bring economic practices to the home by throwing light upon labor-saving devices, their proper purchase, utilization, and care; and, in line with newly developed economic practices, to help people learn how in the home to conserve resources wisely, when to prepare and construct and when to buy what is already prepared or constructed, and how to use for the benefit of the home the services of many free agencies which the community is supporting.

The work of the school needs to be supplemented by work in the home, for it is only as home economics instruction functions in the home that the major objectives of such a program are really attained. It therefore follows that the constant cooperation of home and school is essential to real homemaking education.

PROGRAM (30 minutes)

In charge of Program or Homemaking chairman

(Any one of the following three suggestions may be developed for the full program.)

1. Home Economics in Our Public Schools

Talk by school superintendent; a member of the local school board; state, county, or city supervisor of home economics education; or the local home economics teacher who may be assisted by home economics students or their parents in any way that makes for effective presentation, on a selected topic covering the following points: the scope of home economics education in the local schools; evidences that it is functioning in the personal and home life of the pupils; needed next steps for increased effectiveness in the local school program; the importance of home cooperation to the success of the program, particularly in the application of teaching home practice and home projects.

Sources of information

State and local courses of study in home economics.

Conference of the Homemaking chairman with the home economics teacher and home economics students.

Materials procured from the state supervisor of home economics.

Use of materials sent on request to National Congress Homemaking chairman, U. S. Office of Education.

References

Coon, Beulah I. "Criteria for Evaluating Content in Home Economics." *Journal of Home Economics*. XXVI, 3. March, 1934. Washington: American Home Economics Association, 620 Mills Building. Reprint, 10 cents.

Parent Education. May 15, 1935, entire issue. New York: National Council of Parent Education, 60 East 42nd Street. 25 cents.

The Home Project in Homemaking Education. Bulletin No. 170, U. S. Office of Education. Washington: Superintendent of Documents. 15 cents.

White House Conference on Child Health and Protection. *Report of Committee on Education for Home and Family Life*. Part I. New York: D. Appleton-Century. \$1. pp. 48-88. (Probably available from Public Libraries.)

Winchell, Cora M. *Home Economics for Public School Administrators*. New York: Teachers College, Columbia

2. Panel Discussion

How Does Home Economics Education Affect the Child's Family Life and What Effect May It Have on the Homes of the Future?

Leader: superintendent of schools or member of local school board, Homemaking chairman, or president of the P. T. A.

Members of Panel: Parents of home economics students, representative home economics students, the local teacher of home economics, the city supervisor with the state supervisor assisting if she is available.

Groups with little experience in using the panel method should meet, get acquainted, and talk over their plan of procedure to be sure the pertinent points will be developed within the short time available.

Suggested questions for the panel

1. What are the changes in home life that make school education in homemaking indispensable? (These

might be presented by the parents and teachers who are members of the panel.)

2. How does the school program function in preparing young people to carry their part of the responsibilities for helping the family adjust to these changes effectively? (Teachers, pupils, and parents give actual illustrations of better use of time, energy, or money stimulated by school instruction, improved nutrition, improvement in home surroundings or in relationships with other members of the family.)
3. How can improvement be brought about through better understanding and closer cooperation between home and school?

(See list under Program 1 for Sources of Information and References.)

3. Home Economics Demonstration

Short, well-planned demonstrations by groups of home economics pupils, representing interesting phases of each of the major units taught in the home economics course.

(If these demonstrations illustrate good methods for the solution of current home problems such as the market selection of frequently used commodities, effective use of equipment, or order of work in an everyday house-

hold task, good storage practices for care of the high school girl's clothes, or the small child's toys, and are accompanied by short talks by the girls giving the demonstration with opportunities for questions from the audience, they should make an interesting program. A short talk by a teacher or supervisor to summarize and supplement the points made by the pupils would be advisable.)

SOCIAL PERIOD

Visit home economics rooms where home economics students and teachers may be hosts and hostesses, explaining or demonstrating how the work of various units is carried out there. If exhibits are prepared, they should be representative of the major units of

work, with greatest effort being made to show that the course is no longer limited to the teaching of information and skills in foods and clothing which were first developed as home economics education. Students should be on hand to explain exhibits.

PROJECTS

1. Show active interest in the home economics department, keep in touch with its progress, and show appreciation of work well done.
2. Create public opinion for the achievement of Section XI of the Children's Charter: "For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship."
3. Where the reference library is limited, donate files of magazines on homemaking for class use, and present the department with a subscription to the NATIONAL PARENT-TEACHER MAGAZINE.

"Unless teachers and parents—and I have always thought this the most important combination in the country—can get together and work for the same ends, we are never going to succeed in giving these young people what they should have."—ELEANOR ROOSEVELT in the NATIONAL PARENT-TEACHER MAGAZINE.

FOUNDERS DAY PROGRAM MATERIAL

MATERIAL for Founders Day may be found in the Founders Day leaflet; mimeographed ceremonies and pageants; music; *Through the Years*; and the NATIONAL PARENT-TEACHER MAGAZINE. For further help and information, write your state Founders Day chairman.

CEREMONIES AND PAGEANTS (5c ea.; 6 for 25c)

Birthday Cake. The Baker mixes thirteen "ingredients" necessary for a successful parent-teacher association, and Experience (past, present, and future) recites. Time, 30 min. Characters, 18.

Candle Lighting Ceremony. The president of the association, a leader, and eight candle lighters light candles to founders, and to each of the seven objectives of education. Time, 15 min. Characters, 10.

Candle Lighting Service. Reader and four characters light candles for memory, national, state, and local. Time, 10 min. Characters, 5.

Founders Day Ceremony. Nine readers light 37 candles in groups for the founders and the national presidents. Time, 20 min. Characters, 9.

Founders Day Pageant. A child representing childhood, five adults representing national, state, district, council, and local organizations light candles as they describe their plans and purposes. Time, 15 min.

Founders Day Playlet. No stage setting. Fifteen characters and three readers present an acrostic—Birney-Hearst. Time, 15 min.

Founders Day Program. Scenes showing the beautiful spirit in which the parent-teacher organization originated and grew. Time, 45 min. Characters, 11 or more.

Gift Bearers. This playlet uses a maximum of 47 characters to describe the national organization. Time, 45 min.

Gift of the Founders. A presentation of what might have been the last will and testament of our Founders. Concludes with the ceremony "The Bouquet." Time, 15 min. Characters, 20.

Reminiscence. A Founders Day program is saved by the reminiscences of a mother-in-law who attended the first meeting. Time, 30 min. Characters, 4.

MUSIC

Appropriate music secured from the National Office includes: *A Little Child Shall Lead*, 25c; the *Mother's Hymn*, 10c; *My Tribute*, words only, 1c ea. Musical numbers may be selected from some of the great hymns. Songs which express the real spirit of America and songs of a high musical quality which express the lofty aims and spirit of the parent-teacher movement are suitable for Founders Day programs.

OUR SCHOOLS— WHAT IS OUR RESPONSIBILITY?

- Why is it of national concern that schools are poorer in some states than others?
- What are the purposes for which the school dollar is spent in local school systems?
- How is local initiative related to state financing of education?
- Why cannot the school leave the development of character to home, church, and other agencies?
- What are the proper functions of a state board of education?
- How do such additions to the school plant as libraries, auditoriums, laboratories, and playfields show changes in our ideas of teaching and learning?

THE PUBLIC school is the only Alma Mater that the majority of the children in the United States ever know. Citizens, present and future, can give an understanding support of this institution which prepares them for life and living only through *definite* knowledge.

Our Public Schools, a comprehensive little volume written for laymen by school specialists, is an excellent guide for study and discussion. Superintendents, principals, and teachers in high schools, training schools, and colleges are using this little book in forums, discussions and debates; in courses in English and history; in the field of economics, civic, vocational, and educational guidance; in the various avenues of publicity used to interpret the public school to the people. Parent-teacher groups are stimulating interest in study groups and making this book available to all citizens through the board of education, the school and community libraries.

Our Public Schools is a handy size, attractive in binding and price; paperbound, 25c; clothbound, 50c. Discount prices: 2-5 copies, 10%; 6-15 copies, 15%; 15-50 copies, 20%; 100 copies, 25%.

NATIONAL CONGRESS OF PARENTS AND TEACHERS
1201—16th Street, N. W.
Washington, D. C.

MORE HELPS FOR STUDY GROUPS

THOUSANDS of Congress parent-teacher associations and study groups are following the Parent Education Study Course and the Parent-Teacher Program which appear in this magazine. Many, however, select other material which appears in the magazine as a basis for group study. We are, therefore, pointing out certain articles in this issue of the magazine which can be used in this way. Won't you write and tell us if this is helpful to your P. T. A. or study group? Address the Editorial Department, NATIONAL PARENT-TEACHER MAGAZINE, 52 Vanderbilt Avenue, New York City.

FOR PRESCHOOL GROUPS

- "The Facts About Left-Handedness," by Ira S. Wile, M.D. Page 8.
- "Little Mischief-Maker," Katharine N. Scott. Page 13.
- "Eating and Sleeping," by Donald A. Laird. Page 18.

FOR GRADE SCHOOL GROUPS

- "The Facts About Left-Handedness," by Ira S. Wile. Page 8.
- "Little Mischief-Maker," by Katharine N. Scott. Page 13.
- "In Our Neighborhood," by Alice Sowers. Page 14.
- "The Child Will Trust His Teacher," by Clara Perman. Page 15.

FOR HIGH SCHOOL GROUPS

- "What Price a College Education?" by Walter J. Greenleaf. Page 6.
- "In Our Neighborhood," by Alice Sowers. Page 14.

RADIO PROGRAM National Congress of Parents and Teachers

January 8

"Shaping Character."

HOWARD M. LESOURD, Professor of Religious Education, Boston University.

January 15

"Living Safely in a Dangerous World."

ALBERT W. WHITNEY, Vice-President, National Safety Council, New York City.

January 22

"Know Your Government."

LOUIS BROWNLOW, Lecturer in Political Science, University of Chicago.

January 29

"Citizenship—Its Opportunities and Limitations."

WALTER MILLARD, Field Secretary, National Municipal League, New York City.

2:30 P. M. Eastern Standard Time
National Broadcasting Company

BOOKSHELF

by WINNIFRED KING RUGG

A PRACTICAL book on the development of character in young people has been written by Harvey C. McKown, formerly professor of education in the University of Pittsburgh. In preparing this book, called **CHARACTER GROWTH** (New York: McGraw-Hill, \$3), Mr. McKown has had teachers particularly in mind and makes frequent reference to school methods of character education, in classroom, home room, and extra-curricular activities. In addition, but more briefly, he discusses some of the non-commercial organizations that assist in the building of ethical fiber, such as Boy Scouts, Girl Scouts, 4-H clubs, and Camp Fire Girls. In only a single chapter does he treat of character education in the home, but much of what he has to say to teachers can be applied by parents.

Interesting is the mention of the relative importance of character and skill displayed by an analysis completed by the Bureau of Vocational Guidance of Harvard University. Out of 4,375 cases of discharged employees in various occupations, 34.2 per cent were dropped for reasons classified under "Lack of Skill or Technical Knowledge," and 62.4 per cent for "Lack of Social Understanding," which meant such character faults as insubordination, unreliability, absenteeism, drinking, carelessness, dishonesty, and trouble-making.

"When a man gets credit in business," said the late J. Pierpont Morgan, "he gets it on his character."

Methods of teaching "character"—desirable single traits, general integration, and desirable objectives—are both direct and indirect, and Mr. McKown gives definite directions for applying both methods.

A STUDY OF THE NORMAL CHILD

Newspapers some time ago called attention to an experiment being carried out at the Normal Child Development Clinic in New York, by Myrtle B. McGraw, to ascertain the development of behavior-patterns in small children and the influence of practice upon their behavior. These investigations are now fully reported by Dr. McGraw in a substantial volume entitled **GROWTH, A STUDY OF JOHNNY AND JIMMY** (New York: D. Appleton-Century, \$3.50). Johnny and Jimmy were selected for these experiments at birth. They were the children of an American family of English-Irish extraction, living in a "railroad" tene-

ment flat. There were five other children, small wages, but general cheerfulness and affection.

The babies were studied from the moment of birth but not exposed to differing conditions until they were twenty days old. Then, for about twenty-two months, Johnny was exposed to a system of stimulation and directed exercise, while Jimmy was left undisturbed. After that the two children received practically the same training. From time to time their development, in physique, behavior, and attitudes, was tested. Later the development of these twins was compared with that of sixty-eight other babies, and also checked by the study of another pair of twins.

The report is fascinating. Highly technical, written with no attempt to popularize the account, it is filled with important information, and with so much delight in Johnny and Jimmy as human beings that it takes a real hold upon the reader.

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HOW TO BE HEALTHY

HEALTHFUL LIVING, by Harold S. Diehl (New York: Whittlesey House, McGraw-Hill, \$2.50), disposes of several widely-current fads and theories on general health and the treatment of common diseases. For instance, in its chapter on the common cold Dr. Diehl observes, in regard to efforts to prevent colds by the hardening process of outdoor exercise in all weather and the use of sleeping porches, that a controlled study of students at Johns Hopkins showed that outdoor exercise had no influence on the frequency of colds, and that the only effect of sleeping with wide-open windows was that more colds were accompanied by coughs.

In similar fashion Dr. Diehl dismisses dietary measures for the prevention of colds, and the "water cure" for colds, and warns against being misled by advertising. He holds the same opinion about "the carthartic habit," the alkaline-acid "bugaboo," and the alleged incompatibility of carbohydrates and proteins. He does advise us to wash all vegetables and discard the skins and cores of fruits that have been sprayed with arsenic and lead insecticides.

Dr. Diehl has written clearly and sensibly. He tells about more things to leave undone than to do. Dr. Morris Fishbein, editor of the *Journal of the American Medical Association*, says

STANDARD BOOKS ON EDUCATION

DEVELOPING PERSONALITY IN BOYS

The Social Psychology of Adolescence
By W. Ryland Boorman \$1.75
A basic discussion of the fundamentals of personality illustrated with an intimate type of data, taken from life histories, letters, and diaries.

THE TEACHING OF IDEALS

By W. W. Charters \$2.00
An analysis of moral training as it has been conducted in the past and a definite technique for instruction in the teaching of ideals.

ENRICHING THE CURRICULUM FOR GIFTED CHILDREN

By W. J. Osburn and Ben J. Rohan \$2.00
The purpose of the experiment described in this book was to provide profitable and interesting activities for pupils of more than average ability without interfering with the normal classroom procedure.

SCHOOL CLUBS:

Their Organization, Administration, Supervision and Activities

By Harry C. McKown Ill. \$2.50
It deals with objectives and principles of club organization, administration, and supervision of the club program, the internal organization of the club and suggestions relative to various classes of clubs.

THE SCHOOL BOARD MEMBER

By John C. Almack Ill. \$1.50
This is a handbook discussing in clear, brief chapters the problems and duties of the school board member.

THE PARENT-TEACHER ASSOCIATION AND ITS WORK

By Julian E. Butterworth Ill. \$1.25
On the basis of a study of 797 local parent-teacher associations the author analyzes the aims and activities of the association, and thoroughly surveys the field. The work of the association is treated as a definite part of public education.

GAMES FOR THE PLAYGROUND, HOME, SCHOOL, AND GYMNASIUM

By Jessie E. Bancroft Ill. \$2.40
A practical guide for the player of games, whether child or adult, and for the teacher or leader of games. A wide variety of conditions have been considered, including schools, playgrounds, gymnasiums, and boys' and girls' summer camps.

THE PSYCHOLOGY OF THE UNADJUSTED SCHOOL CHILD

By John J. B. Morgan \$2.00
The aim of this book is to show teachers how to train their pupils to understand themselves. The author holds that it is not enough to teach pupils how to memorize and how to obey, but that they must be taught to have personal insight into their own lives.

GIFTED CHILDREN:

Their Nature and Nurture
By Leta S. Hollingworth Ill. \$2.00
How to locate our superior children and how to determine the best ways of bringing their talents to the finest fruition are problems here treated with scientific accuracy and delightful simplicity.

TEACHING DULL AND RETARDED CHILDREN

By Annie D. Inskeep \$2.00
A concrete discussion of unusual methods of meeting the mental needs of the borderline type without sacrificing the advancement of the average pupil, written by a specialist in teaching typical children.

TEACHERS AND TEACHING

By Ten Thousand High-School Seniors Collected, Compiled and Analyzed by Frank W. Hart \$1.50
It contains the statements—frank, confidential, unedited, and in dead earnest—of ten thousand high-school seniors in answer to the five questions about their teachers. The responses are amazing. They come from students in all types of schools, from the large city school to the small rural school, and from many sections of the country. They all show remarkable acuteness in sensing both the teaching abilities and the personalities of teachers. They are exceedingly frank, spontaneous, and serious.

THE MACMILLAN COMPANY

60 Fifth Avenue, New York
Boston Chicago Dallas Atlanta San Francisco

Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

American Can Company.....	27
Chicago Roller Skate Company	41
Comet Rice Company.....	43
Dramatic Publishing Company..	43
E. I. du Pont de Nemours & Co., Inc.	31
H. J. Heinz Company 33 and 4th Cover	
Investors Syndicate.....	29
W. K. Kellogg of Battle Creek 2nd Cover	
Little, Brown & Company.....	43
Macmillan Company, The.....	47
McKesson & Robbins, Inc.....	3
New York Life Insurance Company	3rd Cover
Parke, Davis & Company.....	25
Sanforized-Shrunk	35
T. R. Indian River Orange Company	41

that all the material in the book has been checked and rechecked.

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FOR YOUNGER READERS

A year ago there appeared a little book called *The Correct Thing*, a guide-book on etiquette for boys of high school age, written by William O. Stevens, headmaster of a well-known preparatory school. Now Mr. Stevens has come out with a companion volume, *THE RIGHT THING*, with a subtitle *How to Be Decent Though Modern* (New York: Dodd Mead. \$1.50), a series of personal, lively, yet earnest talks on the subject of morals. The author first describes the origins of the moral code and then defines it as "a set of rules of the game of getting along with others." Under a dozen headings he deals frankly, sincerely, and in a friendly manner (he never allows himself to preach) on such subjects as Obligations and Loyalty, Honesty and Fair Dealing, The Conventional Vices, Self-Deceit and Unselfishness, and the like. At the end he gives a number of social problems of everyday life for discussion. An excellent, kindly book to put into the hands of any boy in his teens.

• • •

A book that will prove interesting to young girls because it is different from the usual story book is *THE GOLDEN HORSESHOE*, by Elizabeth Coatsworth (New York: Macmillan. \$2). This is a tale of colonial times, about Tamar, child of an Indian princess and Colonel Anthony of Stafford Hall, Virginia, and of her half-brother Roger, who at first resents the Indian blood in his little sister. A great western expedition is just starting out and Roger is to accompany it. Tamar decides to go too, and disguised by her native relatives as Raccoon, an Indian boy, unrecognized, joins the party. What adventures she experiences and how she proves her worth to her companions and receives high honor from the governor, is told in a delightful manner. The descriptions of life in an aristocratic Virginia mansion in colonial days will appeal to girls, and the illustrations by Robert Lawson are attractive.

• • •

Both boys and girls of eight to ten years will find enjoyment in *THE LOTUS MARK*, a story of modern Siam by Phyllis A. Sowers (New York: Macmillan. \$1.75). This is the story of Plick, who was left with a farmer's family by a peddler. For a number of years Plick lived on the farm and hap-

pily did the chores set him. Then came a plague of locusts, and to help his foster parents Plick left the farm and went to the "Wat" of the temple and became a priest's boy. Life with the kindly monks was not all peace and quiet. Plick helped catch a thief at a wedding party, found a buried treasure in the temple, and finally, through his lotus-shaped birthmark, discovered his real identity and won good fortune which he loyally shared with the people who brought him up.

THE LOTUS MARK gives younger boys and girls an instructive as well as an interesting picture of life in Siam at the present time. It is written in simple language easily understandable.

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The great enigma, Thomas Edward Lawrence, is the subject of a biography for young readers. Edward Robinson, author of *LAWRENCE* (New York: Oxford University Press. \$1.75), was in Arabia with Colonel Lawrence for two and a half years. As an eyewitness of many of the events described in his book and as a fervent admirer of the great little Englishman (Lawrence stood only five feet four) he is qualified to interpret him to English-speaking youth. Lawrence—archeologist, winner of a four-year scholarship that took him to study the relics of the Hittites, map-maker, special officer to Mesopotamia during the Great War, champion of Arabian freedom, leader of one of the most remarkable campaigns in history, translator of Homer—later enlisted as the inconspicuous "Shaw of the Royal Air Force," inventor of a speed-boat that revolutionized that form of craft, subject of ballyhoo and mystery in the newspapers of many countries—met his death in a motorcycle accident in May of 1935. Mr. Robinson's account, without much literary pretension, glows with quiet enthusiasm.

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Boys of all ages—even grown-up boys—will enjoy *HEROES OF THE SHOALS*, by Allen Chaffee (New York: Henry Holt. \$2), fifteen true stories of the U. S. Coast Guard rescues of men from wrecked steamers and sailing ships, the hazardous adventures of the ice patrol, airplane rescues, cable-laying in hurricane weather—these are a few of the subjects of the tales, all illustrated by photographs and diagrams, to which is added a brief history of the Coast Guard.

Although the book is in the form of fiction, it contains a large amount of detailed information about this branch of government service, so well interwoven with the narrative that it does not retard the action.